

A STUDY OF TEN CHILDREN WITH BEHAVIOR PROBLEMS ENROLLED
IN THE CALHOUN COUNTY TRAINING SCHOOL WITH EMPHASIS UPON
SPECIFIC ENVIRONMENTAL FACTORS, ANNISTON, ALABAMA (1949)

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CHAPTER I

INTRODUCTION

Statement of the Problem.--- This thesis is a study of ten children with behavior problems enrolled in the Calhoun County Training School (Anniston, Alabama) with emphasis upon specific environmental factors. The American people in general, and the American teacher and guidance worker in particular, are becoming increasingly sensitive to the meaningfulness of the maladjusted school child and the problems which he presents to the social order as well as to himself. This investigation is an attempt to give an objective diagnosis and analysis, together with a suggested therapy to meet this challenge of the "Problem-Child" to be found everywhere in the American School. It is, therefore, that this study proposes to seek pertinent answers to the questions which follow:

1. What are the types of behavior-problems common to the ten children who are the "subjects" of this study?
2. What are, if any, the environmental factors that are effective "conditioners" of these problem-children?
 - (a) Intelligence or intellectual levels
 - (b) Achievement levels attained in school
 - (c) Behavioral-patterns which are characteristic
 - (d) "Special Abilities", Mechanical rating.
3. What, if any, therapeutic measures have been used by parents and teachers to "retain" these children into more desirable and acceptable modes of behavior?
4. How have the children justified their modes of behavior?
5. What are the implications and recommendations to be derived from the analysis and interpretation of the

data revealed through this study which may be of aid in meeting the persistent challenge of the maladjusted school child?

Introductory Statement.-- Who or what is the maladjusted child? Why does he or she constitute a behavior-problem child? What is the challenge of the pupil with behavior-problems? What is the task of the school in meeting the challenge of the "problem-child?"

Behavior problems have always been one of the major concerns of teachers. Historically, most teachers viewed these problems as troublesom aspects of teaching which somehow or other had to be handled in order that the work of the school might go forward.

In modern practices an entirely different view has developed. The general area of behavior is recognized as one of the important responsibilities of education in which as much expertness and knowledge as in the more conventional aspects of the school problem should be required.¹

What makes children act the way they do? To discover what "makes them tick" we have to look beneath the surface and understand that their behavior is often the outward expression of deep emotional needs and conflicts.

The findings of modern psychology have shown that though behavior may be random and haphazard, there is always a cause for it. This cause may not be apparent, it stems from unconscious forces that are not clear to grown-ups and are usually completely unknown to the child. In finding expression, these drives and impulses may appear in indirect and devious ways, but they all serve a purpose in meeting a child's basic needs. Where, then, the behavior takes undesirable forms, it is necessary to help the child find other ways of meeting these needs.²

This study shall attempt to present profiles of the common and Persistent behavior-problems and the concomitant factors that

1

Gertrude Driscoll, How to Study the Behavior of Children, p.v. Practical Suggestions for Teaching, Number 2, Hollis L. Casewell, editor (New York: Bureau of Publication, Teachers College Columbia University, 1949).

2

Aline Auerback, Today's Children For Tomorrow's World, A Manual for Study (Child Study Association of America, New York, 1947), p. 10.

influence their origins and courses in building up situations of maladjustments.

Purposes of the Study.-- This study is concerned with the analysis and interpretation of the behavior-problems of the selected ten pupils of the Calhoun County Training School (Anniston, Alabama) as revealed by such specific data as:

1. To discover the behavior problems characteristic of the ten children being studied.
2. To ascertain the intelligence and mental maturity of these ten problem children.
3. To ascertain the level of achievement in school subjects of these ten problem children.
4. To ascertain the level of social maturity of these ten problem children.
5. To determine the specific environmental factors that have probable causative influence upon the behavior patterns of these ten children.

Definition of Behavior-Problems.-- In this study, the term "behavior-problems" is held to mean any persistent mode of behavior which significantly deviates from the accepted pattern of action as to be marked as social disruptive to the individual and or the social group about him. The specific "behavior-problems" listed below have been characterized by Haggerty as follows:

1. Disinterested in School work, Passive, uninterested, does not try.
2. Cheating. Stealing lessons and cheating in games.
3. Unnecessary Tardiness. Tardiness due to child's own failures.

¹
M. E. Haggerty, W. C. Olson, and E. K. Wickman, Manual of Directions, (New York, World Book Company, 1930), p. 6.

4. Lying. All misrepresentation of facts.
5. Defiance to Discipline. Refusing to obey, disregarding rules.
6. Marked Overactivity. General restlessness, inability to sit or stand still.
7. Unpopular with Children. Not liked by children.
8. Temper Outbursts. Reacting to unpleasant situations and frustrations of his behavior by crying, violent physical reacting, and abusive language.
9. Bullying. Dominating by physical force, and abusive language.
10. Imaginative Lying. Tales not based on facts.
11. Sex Offenses. Acts relating to sex behavior which are objected to by conventional standards of health and morals.
12. Stealing. Not honest with regards to property of others.
13. Truancy. Unexcused absences from school, wherein the child absents himself on his own responsibility.
14. Obscene Notes and Talks. Use of filthy or profane language, circulating notes, pictures and stories of a suggested nature.

Basis of Selection.-- From personal interviews with the teachers of the Third, Fourth, Fifth, and Sixth grades of the Calhoun County Training School, the writer found those children who presented the more persistent and troublesome personality and behavior difficulties. The teachers were asked to rate each child selected on the Haggerty-Olson-Wickman Behavior Rating Schedules.¹

The total scores on Schedule A were used as criteria for determining the problem children who would be the "subjects"

¹
M. E. Haggerty, W. C. Olson, and E. K. Wickman, Behavior Rating Schedules (Yonkers-On-Hudson, New York, 1930).

of this study. On the basis of the following criteria, at least two or three of the listed items applied to each individual selected:

1. Disinterested in School Work
2. Cheating
3. Unnecessary Tardiness
4. Lying
5. Defiance of Discipline
6. Marked Overactivity
7. Unpopular with Children
8. Temper Outbursts
9. Bullying
10. Speech Difficulties
11. Imaginative Lying
12. Sex Offenses
13. Stealing
14. Truancy
15. Obscene Notes, Talks, or Pictures.

The ten children who are the "subjects" of this investigation were isolated and selected from the total school population in the following manner: the teachers singled out the children in their classrooms who failed to meet the requirements for their group, who showed withdrawing and anti-social tendencies, who failed to adjust to the social life for their age group, and who were perpetually getting into difficulties on the playground, and in the community. Each teacher rated her own pupils. The ten highest total scores on Schedule A on the Haggerty-Olson-

Wickman Behavior Rating Schedules¹ were used as criteria for determining the problem children. High scores indicate the presence of numerous and serious problems, while low scores indicate the presence of few and less serious problems.

Source of Data.-- The data of this study were gathered from the results of a testing program which included mental test, educational test, social maturity test, and mechanical aptitude test: surveys, checklist, interviews with parents, teachers, and pupils, and data from the school records.

Further data was taken from the case records for each of the ten children studied. The case study includes: life history, school records, tests, surveys, and personal observations of the investigator. A checklist was used to ascertain the socio-economic status, health of family, educational status, recreation, religious and emotional attitudes of the parents of each child.

Setting of Study.-- Hobson City, Alabama is an all-Negro Town of approximately 800 people. It is situated in Calhoun County three miles from the city of Anniston and one mile from the town of Oxford. It is governed by a mayor and five Councilmen. There are six grocery stores, a drug store, one drygoods store, two cafes, a City Hall, and a jail in this town.

The chief occupational opportunities for the people are in the pipeshops of Anniston and domestic work in the homes of Anniston and Oxford. The social life is centered around the school, churches, poolroom, ball park, and swimming pool. With respect to religious opportunities for the people in Hobson City,

there are three denominations: Methodist, Baptist, and Holiness.

The moral standard is low because of lax law enforcement by the city officials, with bootlegging and other demoralizing influences prevalent.

Calhoun County Training School is situated in this town. It is the only Senior High School for the rural children of the county. Busses transport the children to and from school. There are eighteen teachers; and the enrollment ranges between 500 and 600. There are three classes for Veterans, two vocational classes, and one offering academic work.

Anniston, the County seat of Calhoun County, is located in the East Central Region of North Alabama's Piedmont Region, 60 miles east of Birmingham, Alabama, and 103 miles west of Atlanta.

The population of Anniston is 40,500, of this number 66 per cent are whites, and 34 per cent are Negroes. The metropolitan area, including Anniston, Blue Mountain, Weaver, Oxford, Hobson City, and environ, has an estimated population of 65,000. Calhoun County has a population of 97,500.

There are 126 diversified industries employing 11,500 persons, in Calhoun County. Anniston is one of the largest producers of cast iron soil pipes and fittings in the world, and the largest textile center of Alabama. About 75 per cent of the Negro men are employed in these plants and factories.

Anniston has eleven schools: six white and two colored grade schools, and two white and one colored senior and junior high and vocational schools. Calhoun County operates 21 white and 12 colored grade schools, and 17 white and 4 colored senior and junior high and vocational schools. A nine month term is in

effect, and free school bus transportation is furnished for both white and Negro pupils.

With respect to religious opportunities for colored in Anniston and the County, there are a number of churches ranging from first class buildings to meetings held in humble homes. The Baptist Church is the leading denomination in this area.

Recreational and social activities include hunting, fishing and swimming. There are parks, containing tennis courts, baseball diamonds, pools, and concrete skating and game slabs. Numerous motion picture theatres are located in Anniston and Calhoun County. The Negro U S O building has been acquired for a community center for the benefit of the Negro recreational program.

Previous Studies.-- The pertinent studies reviewed in this discussion are similar in respect to purpose but differ in other ways. They tend to show some findings relative to maladjusted children.

The study, "Children's Behavior and Teachers' Attitudes", by Wickman,¹ had its origin in two experimental investigations which were primarily designed to secure informational data on the behavior problems of elementary school children. The desire was to secure normative data on the incidences of behavior problems in school children, and by correlating the findings from educational and behavior studies to obtain pertinent information on the intellectual, and educational characteristics of behavior

¹
E. K. Wickman, Children's Behavior and Teachers' Attitudes, (Commonwealth Fund, New York, 1928), pp. 180-190.

problems children. As the study progressed, it was found that the attitudes of teachers were fundamental to the study of the behavior difficulties of school children. Immediately the experiments were turned in this direction.

These studies have shown that there is a tendency for teachers to rate as serious problems such as truancy, stealing, fighting, and disobedience, while considering such personality deviations as seclusiveness, fearfulness, day dreaming, and sensitivity of minor importance.

Wickman recommends: That teachers obtain knowledge of the social and experiential background of children, that teachers be trained in methods of treating behavior problems, and that some attention be given to the emotional and social adjustment of teachers themselves.¹

Dr. Johnson,² in her study of the relation between retardation in school and maladjusted behavior, concluded that problem behavior often accompanied school retardation. Her findings were based on a group of 123 classroom problems and 107 truants, compared with control groups of normal children from the same school.

Blatz and Bott,³ in their investigation of the behavior of 843 pupils in one public school reported that the number of

¹ E. K. Wickman, Children's Behavior and Teachers' Attitudes (Commonwealth Fund, New York, 1928), pp. 180-190.

² Elenor Hope Johnson, School Problems in Behavior (Hartford: School of Religious Education, 1925), p. 26.

³ W. E. Blatz and E. A. Bott, "Studies in Mental Hygiene", Pedagogical Seminary and Journal of Genetic Psychology, XXXIV (1927), pp. 552-581.

misdemeanors decreases as the intelligence quotient increases, in the case of boys, but that the number of conduct disorders is about the same for all the levels of intelligence for the girls.

Paynter and Blanchard¹ made a study based on data taken from the case records of the demonstration child guidance clinics in Los Angeles and Philadelphia. It was found from the study that problem children show no general tendency to low educational achievement, however, in certain pupils the failure to rise to normal levels of achievement is the results of emotional maladjustments and that they are being ill prepared for adaptation to economic and social demands which will be made upon them in maturity. It was also found that teachers and others employed within the school system recognized cases as problems despite the fact that their maladjustment was manifested in other ways than poor scholarship.

Cutts and Moseley² stated that there were seven main causes of undesirable behavior, namely: (1) The child's family and environment, (2) his emotional and social status, (3) his temperament, (4) his physical condition, (5) his mental ability, (6) his educational background, and his occupations and interests. The program recommended by Cutts and Moseley includes:

¹
R. H. Paynter and P. Blanchard, Educational Achievement of Problem Children (Commonwealth Fund, New York, 1932), pp. 62-63.

²
E. E. Cutts and N. Moseley, Practical School Discipline and Mental Hygiene (Atlanta: Houghton Mifflin Company, 1941) p. 127.

1. Establishing friendly relation with children.
2. Helping children make desirable friendships with other children.
3. Providing successes by adjusting work to the child's level of achievement and ability.
4. Cultivating interest.
5. Giving children responsibility and praise.

Brogdon¹ made a study of twenty-five maladjusted pupils of the David T. Howard High School, Atlanta, Georgia. The pupils studied were taken from the seventh, eighth, and ninth grades. The age range was from 12 to 17 years. The I. Q's. ranged from 40 to 110.

The types of maladjustments revealed in her study were: fear, nervousness, fighting, disobedience, temper outbursts, truancy, stealing, and seclusiveness.

In this study Brogdon found that the most probable causes for these maladjustments were broken homes, poor health, poorly trained parents, low mentality, and immorality in the homes.

Brogdon recommended the use of clinics, visiting teachers, psychologists, and psychiatrists to help the maladjusted children to become adjusted.

Kenion², in her individual Case Studies of twenty-five Children in the Big Zion Elementary School, Kenansville, North

¹ Julia Mae Brogdon, "A Study of Twenty-Five Maladjusted Pupils of the David T. Howard School (Unpublished Master's thesis, Department of Education, Atlanta University, 1940) . . . pp. 70-73.

² Annie Mae Kenion, "Individual Case Studies of Twenty-Five Children" (Unpublished Master's thesis, Department of Education, Atlanta University, Atlanta, Georgia, 1940), pp. 68-69.

Carolina, found the following types of undesirable behavior: stealing, lying, fighting, temper outbursts, cheating, sex offenses, timidity, bullying, unpopularity with children, and tardiness. The most probable causes for these undesirable behavior problems were found to be: poorly trained parents, lack of training in the home, broken homes, physical disabilities, inadequate housing facilities, and immorality in the home.

Method of Research.-- Normative-Survey and Case-Study Methods of Research are used jointly to gather the data necessary to the pursuit of this problem.

Method of Procedure.-- It was deemed wise for the purpose of this study to use a combination of the Normative-Survey and Case-History Methods for gathering, analyzing, and interpreting the data necessary to an adequate investigation of the Problem of this study. The Normative-Survey Method was used to ascertain pertinent factors affecting the children, as a thorough diagnosis of a child demands a knowledge of physical condition, past history, present family relationship, and home, school and neighborhood environment. The Case History references are employed for illustrative and interpretative purposes.

Out of a group of twenty-one children with manifest problem behavior, ten pupils with the most persistent and troublesome behavior difficulties were selected for the purpose of this study: three from the 3B, two from the 3A, one from 4B, two from the 5, and two from the 6 grades on the basis of teachers' judgment and the results of total scores on the Haggerty-Olson-Wickman Behavior Problem Record, Schedule A. First and second

grade children were omitted because most of them were below the range of the educational test used in this study. Others omitted were those of high school age with delinquent records.

These pupils were visited at their homes, closely observed, interviewed, and tested for the purpose of obtaining information concerning them, and their problems. Case studies¹ were compiled from the data obtained from these surveys, tests, and interviews.

A checklist,² prepared by the writer, was used in observing the home conditions of the children studied, and the information furnished by the survey is to be used to determine the effects, if any, that home conditions have upon pupil behavior.

This checklist is divided into six sections in order to reveal information on six phases of home life. The six divisions are: 1. Socio-economic status, 2. Health of family, 3. Educational status, 4. Recreational, 5 Religious, 6. Emotional attitudes.

The writer made two surveys of the homes of the ten children in this study. On the first survey, the parents or guardians were interviewed, the homes observed, and conditions checked on the checklist. The second survey was in the form of a social visit. On this trip, information concerning the children's social maturity was obtained.

Two personal interviews were had with the teachers. The first one was a discussion of plans and to secure their co-

¹ See Appendix B for a copy of the Forms.

² See Appendix A for a copy of the Forms.

operation, the second dealt with details of rating. At least two personal interviews were held with each child in order to get his own account of his home life his school attitude, out of school activities, his family relationship, and his relationship with others with whom he comes in contact: his attitude toward his problems, indications of emotional conflicts about home, school, sex or other disturbances.

The Case-histories were written up in the following manner: As much information as possible was gathered concerning the heredity, developmental history, health and school history, home conditions, relationship between different members of the family, methods of discipline and training used by parents, observation of child's behavior and personality, his habits, interests, and abilities. All information collected was filed on forms, devised by the writer, for each child with a view of showing how various situations that have arisen in the child's life may have contributed to his behavior patterns.

The forms used provided for compiling the following information: school progress, test results, neighborhood and economic status, health habits, personal description and personality, habits, interests and abilities, number of schools attended, and attitudes, scholarship, attendance; attitudes and family relationship, home discipline, and interpretations. A copy of this form may be found in the Appendix.

During the six months period from September to March, five tests were administered on each grade level in the following order:

1. Otis Quick-Scoring Mental Ability Tests, Alpha and Beta, Form A.¹
2. Stanford Achievement, Primary Battery, Form D.²
3. Progressive Achievement, Elementary Battery, Form A.³
4. Stenquist Mechanical Aptitude Test, 1.⁴
5. Vineland Social Maturity Scale.⁵

The computations and graph-work connected with the tests were done by the writer.

The records of the school were examined to ascertain for each child his or her scholarship, attendance, and attitude record.

The data are presented and treated throughout the thesis in the following manner: The findings are presented and analyzed in separate tables giving occurrence of behavior difficulties, chronological ages, age-grade status, marital status, occupational status, educational status of parents, home environment, sibling status, and physical status; distribution of scores on Otis Mental Ability Tests, Stanford and Progressive Achievement Tests, Vineland Social Maturity Scale, and Stenquist Mechanical Aptitude Test. The results of the records are interpreted

¹ Arthur S. Otis, Quick-Scoring Mental Ability Tests (New York, World Book Company, 1929).

² T. Kelley, G. Ruch, and L. Terman, Stanford Achievement Test (New York, World Book Company, 1940).

³ E. Tiegs and W. Clark, Progressive Achievement Test (California, California Test Bureau, 1940).

⁴ J. L. Stenquist, Stenquist Mechanical Aptitude Test, 1 (New York, World Book Company, 1922).

⁵ Edgar A. Doll, Vineland Social Maturity Scale, (Philadelphia, Educational Test Bureau, 1936).

as they are revealed in each of the case-studies for the ten children investigated.

Value of Study.-- It is hoped that this study will have value to the degree to which it can reveal the specific environmental factors that are causative and or associated with the "problem-behaviors" of the ten maladjusted school children involved in this investigation. Further, this study should reveal whatever correspondence there is existing between the "problem-behaviors" and the intelligence, educational achievement, social status, and social maturity of these problem children.

CHAPTER II

ANALYSIS OF DATA

Introductory Statement.-- It was decided that a comprehensive investigation of the selected ten pupils with predominant behavior maladjustments would be an adequate sample of the twenty-one problem-children of the total school population and show not only the persistent behavioral patterns of these particular pupils but would also prove typical of the common behavioral patterns of maladjustment to be found in the typical American school.

In this chapter the data gathered from test results, interviews checklists, and Case-histories will be organized and presented in appropriate Tables and Graphs which will be analyzed and interpreted in turn.

Frequency of the Problem-Cases.-- The ten children in this study were labelled "problem-children" because of their habits of disobedience, temper outbursts, disorderliness in class and on the playground by their attempts to break up games or dominate play activities. When frustrated, they become quarrelsome, cruel, and bullying. They are constantly being reported for fighting, stealing, lying, and obscene talk and writing. Therefore, these children were considered to constitute a group of maladjusted children suitable for this investigation.

Table 1, page 18, gives the occurrence of the behavior difficulties of these ten children. It will be noted that

temper outburst and cheating show the largest frequency of 9 cases. The remaining behavior-problems in order of frequency are: lying, bullying, and unpopularity with other children, eight cases each; disinterested in school work, marked overactivity, imaginative lying, and stealing, seven cases each; "defiance to discipline" (an all inclusive term), sex offenses

TABLE I

TYPES OF BEHAVIOR-PROBLEMS SHOWN BY THE TEN CHILDREN
OF THIS STUDY

Types of Behavior Maladjustment	Frequency
Disinterested in School Work	7
Cheating	9
Unnecessary Tardiness	5
Lying	8
Defiance to Discipline	6
Marked Overactivity	7
Unpopular with Children	8
Temper Outbursts	9
Bullying	8
Imaginative Lying	7
Sex Offenses	6
Stealing	7
Truancy	5
Obscene Notes and Talks	6
Total	98

and obscene notes and talks, six cases each; unnecessary tardiness and truancy, five cases each. Further, Table 1 reveals three characteristics patterns of behavior difficulties, namely: that the behavior difficulties are overt manifestations of pupil reactions; that the problem-behaviors are such as interfere with

the routine of the classroom and school activities; and that the more subtle covert behavior difficulties are not indicated as present among these children. The question might be raised if teachers are not inclined to consider unduly the overt disruptive behaviors of school children as "problem-behavior," and do not give proper attention to the subtle behaviors which do not tend to disrupt the classroom routine or activities,

Chronological Ages of the Ten Children.-- Table 2, page 19, shows the chronological ages of the ten children concerned in this study. Table 2, reveals that these children range in

TABLE 2
CHRONOLOGICAL AGES OF THE TEN CHILDREN

PUPILS	Age of Each Child In Years to His Nearest Birthday							
	8	9	10	11	12	13	14	15
1. Eula	x							
2. William G.		x						
3. Willie G.					x			
4. Calvin				x				
5. Eugene								x
6. Robert				x				
7. William Q.					x			
8. Willie S.							x	
9. James L.				x				
10. James H.	x							
Total	2	1	0	3	2	0	1	1
Total Years 111								
Mean 11.1								

age from 8 to 15 years, with an average age of 11.1 years. On examining this Table, it may be seen that the greatest number of children of any one age is 3. The Table also reveals that the greatest number of children reported for misconduct are in the

Pre-Adolescent period.

Grade Level of the Ten Children.-- Table 3, page 20, shows the grade placement of the children as follows: the Third grade, 5; the Fourth grade, 1; the Fifth grade, 2; and the Sixth grade, 2.

Age-Grade Status of the Ten Children.-- The age-grade status of each of the ten selected children is presented in Table 4, page 21. The Table shows that the greatest number of children of any is 3, and of this number 1 is in the Third grade,

TABLE 3
GRADE PLACEMENT OF THE TEN CHILDREN

PUPILS	Grade Level According to School Records			
	Third	Fourth	Fifth	Sixth
1. Eula	x			
2. William G.	x			
3. Willie G.		x		
4. Calvin			x	
5. Eugene				x
6. Robert	x			
7. William Q.	x			
8. Willie S.				x
9. James L.			x	
10. James H.	x			
Total	5	1	2	2

2 are in the Fifth grade. There is one 9 year old boy in the Third grade. The other six are retarded. Table 4 reveals that four of these children are at normal grade placement, and six are below normal grade placement. "At grade are those within a half year of the average grade for life age. Upon the basis

adopted by Terman¹ in "The Intelligence of School Children" the average age for beginning second grade was considered to be seven and a half, the average for beginning the third grade, eight and a half, and so on.

Lack of mental ability may be the cause of failure in school work, and continued failure, in turn, may be the cause of undesirable behavior.²

TABLE 4
AGE-GRADE STATUS OF THE TEN CHILDREN

PUPILS	Grades in School				
	Third	Fourth	Fifth	Sixth	Total
Age					
8	2				2
9	1				1
10					0
11	1		2		3
12	1	1			2
13					0
14				1	1
15				1	1
Total	5	1	2	2	10

Marital Status of Parents.--- Table 5, page 22, shows the marital status of the parents of the ten children concerned in the study. It will be noted from Table 5 that five or 50 per cent of the parents are married and living together; three or

¹ L. M. Terman, The Intelligence of School Children, (Yonkers: World Book Company, 1923), pp. 13-14.

² Ruth Strang, An Introduction to Child Study, (New York: Macmillan Company, 1931), p. 473.

thirty per cent are separated; one or ten per cent is single; one, or ten per cent is deceased. From the data revealed in Table 5, the ten problem children of this study are not predominantly from broken homes with undesirable conditioning factors. Whether or not the mere being married and living together is tantamount to a desirable home environment for children is not the debatable issue at this point.

TABLE 5
MARITAL STATUS OF PARENTS

PUPILS	Married and Together	Divorced	Separated	Single	Deceased
1. Eula			x		
2. William G.			x		
3. Willie G.					x
4. Calvin	x				
5. Eugene	x				
6. Robert	x				
7. William Q.				x	
8. James L.	x				
9. James H.			x		
10. Willie S.	x				
Total	5	0	3	1	1

Occupational Status of Parents.--- Table 6, page 23, shows that the fathers of 8 of the children are engaged in unskilled occupations, while one is in prison and one is dead. Five of the mothers are employed and away from home practically all day, two are dead and the other three are unemployed. It is interesting to note that neither the fathers nor the mothers of these problem children are to be found in the more preferred vocations of which there are a few in the community.

TABLE 6
OCCUPATIONAL STATUS OF PARENTS

PUPILS	FATHER	MOTHER
1. Eula	Caretaker-Cemetary	Maid
2. William G.	Pipeshop	Deceased
3. Willie G.	Deceased	Deceased
4. Calvin	Pipeshop	Maid
5. Eugene	Pipeshop	Unemployed
6. Robert	Pipeshop	Maid
7. William Q.	In Prison	Maid
8. Willie S.	Pipeshop	Unemployed
9. James L.	Pipeshop	Maid
10. James H.	Pipeshop	Unemployed

Educational Status of Parents.-- Table 7, page 24, presents the data on the educational status of the parents of the children in this study. The Table reveals that there is a mean of 3.9 and 5.4 years of schooling for the group of fathers and mothers, respectively, with the mean of 4.7 years of schooling for both groups. In short, the mean of 4.7 years of schooling for these parents is 1.3 years below the so-called mean of 6 years for the nation at large. This particular segment of the data raises the question: to what extent is the educational level of parents a conditioning factor in the behavior patterns being evolved by their children? Further, Table 7 shows that only one father had an educational level at or above the national

TABLE 7
EDUCATIONAL STATUS OF PARENTS

PUPILS	Number of Years of Schooling Completed	
	Father	Mother
1. Eula	2	3
2. William G.	2	6
3. Willie G.	3	6
4. Calvin	5	4
5. Eugene	6	6
6. Robert	5	4
7. William Q.	3	2
8. Willie S.	3	5
9. James L.	5	7
10. James H.	5	11
Total	39	54
Mean	3.9	5.4

mean of 6 years, whereas there were five mothers who had an educational level at or above the 6 years national mean.

Home Environment.-- The home environment of the children under study is shown in Table 8, page 25, which reveals that 50-50 per cent of the homes are owned or being rented, with none being carried on in the "rooming" situation. It is to be noted that in six of these homes there are separate bedrooms facilities for adults and the children. In four of the five rented homes poverty was found to be quite evident, and in two of these homes the father was absent. While Table 8 does not reveal such data,

TABLE 8
HOME ENVIRONMENT

PUPILS	Own or Buying	Renting Home	Rooming	Separate Bedrooms
1. Eula		x		
2. William G.	x			x
3. Willie G.		x		
4. Calvin	x			x
5. Eugene		x		x
6. Robert	x			x
7. William Q.		x		
8. Willie S.	x			x
9. James L.		x		
10. James H.	x			x
Total	5	5	0	6

it was found through visitations and interviews that these cases were drawn from families which were depending upon aid of charitable organizations to those of fair means.

Sibling Status of the Ten Children.--- Table 9, page 26, presents the data with respect to sibling status of the ten pupils under study. There is a natural tendency to be drawn toward one child more than to another; favoritism may be shown toward first or last child causing jealousy among children which may result in problem behavior.¹ Therefore, observing sibling

¹Daniel A. Prescott, Emotion and the Educative Process (Washington: American Council on Education, 1938), p. 132.

TABLE 9
SIBLING STATUS OF TEN CHILDREN

PUPILS	Only Child	First Child	Last Child	Middle Child	Relative Position 2 3 4 etc.
1. Eula			x		
2. William G.			x		
3. Willie G.					x
4. Calvin		x			
5. Eugene		x			
6. Robert		x			
7. William Q.		x			
8. Willie S.				x	
9. James L.			x		
10. James H.		x			
Total	0	5	3	1	1

status is important in the study of problem children. Table 9, page 26, also show that five of the children in this investigation are first children, three are last children, one is a middle child, and one is a third child. Eight or 80 per cent of the children come from the "favorite" sibling relationship of "first" and "last" child with the usual and expected tendencies toward being "problem children. The two or 20 per cent of the children coming from the "middle" sibling position should be expected to manifest less disruptive behaviors because of their inherent need for adaptibility to the pressures of group living in order to secure some measure of attention, security, and success within the family

TABLE 10
PHYSICAL STATUS OF CHILDREN

PUPILS	Eating Regularly	Sleeping Regularly	Eye Disability	Ear Disability	Chicken Pox	Diphtheria	Measles	Mumps	Whooping Cough	Hand or Arm Disability	Leg or Foot Disability	Facial Deformity or Scars
1. Eula		x			x		x	x	x			
2. William G.		x			x		x	x	x			
3. Willie G.		x			x		x	x	x			
4. Calvin		x			x		x	x	x			
5. Eugene	x	x			x		x	x	x			
6. Robert		x			x		x	x	x			
7. William Q									x			
8. Willie S.	x	x			x		x	x	x			
9. James L.	x	x			x		x	x	x			
10. James H.	x	x			x		x	x	x			
Total	4	9	0	0	9	0	9	9	10	0	0	

circle. It shall be interesting to watch the data of the respective Case-Studies for light upon this theory.

Physical Status of the Ten Children.-- The data concerning the physical condition of the ten children, are given in Table 10, page 27. Only 40 per cent of the children eat regularly, while 90

per cent sleep regularly. No eye or ear disabilities were found. Whooping cough was found to be the most frequent disease, with mumps and chicken pox following. No facial deformities or scares were noted. It might be asked if the irregularity of eating habits of the 60 per cent of these children is in any way associated with their behavior problem. Other workers in the field have found such a correlation existing between eating habits and emotional disturbances.¹ Apparently, these children with behavior difficulties show no significant correspondence between physical defects and behavior difficulties.

TABLE 11

DISTRIBUTION OF SCORES ON OTIS MENTAL ABILITY TEST

PUPILS	Chron. Age		School Grade	Alpha-A			Beta-A		
	Vrs.	Mon		Score	M.A.	I.Q.	Score	M.A.	I.Q.
1. Eula	8-11		3	91	7-1	79			
2. William G.	9-3		3	93	7-1	78			
3. Willie G.	12-9		4				18	8-8	74
4. Calvin	11-6		5				28	10-1	91
5. Eugene	15-5		6				26	9-9	73
6. Robert	11-7		3	97	7-4	74			
7. William Q.	12		3	87	6-10	70			
8. Willie S.	14		6				26	9-6	74
9. James L.	11-9		6				36	11-4	97
10. James H.	8-7		3	89	6-11	81			
Total	115-9		41	457	35-3	382	132	49-4	409
Mean	11-6		4.1	91.4	7-2	36.4	26.8	9-8	81.5

¹ John J. B. Morgan, *Child Psychology*, (New York: Rinehart and Company, Inc., 1944), pp. 71-77.

Distribution of Scores on the Otis Mental Ability Test.--

In Table 11, page 28, the distribution of scores on the Otis Mental Ability Test (Forms Alpha and Beta) is shown for the group of children in this study. The Form Alpha and the Form Beta indicate the scores for the Primary and Grammar grade children, respectively. Scores on the Alpha Test range from 87 to 93, with a mean score of 91.4, whereas, the scores on the Beta Test range from 18 to 36, with a mean score of 26.8 For the Alpha Test the corresponding I.Q.'s range from 70 to 81, whereas, the I.Q.'s on the Beta Test range from 73 to 97, with

TABLE 12

DISTRIBUTION OF SCORES ON STANFORD
AND PROGRESSIVE ACHIEVEMENT TESTS

PUPILS	Chron. School		Stanford Primary: Progressive Elem.					
	Age	Grade	Scores	G.P.	G.P.*	Scores	G.P.	G.P.*
1. Eula	8-11	3	106	2.6	-4			
2. William G.	9-3	3	119	2.7	-3			
3. Willie G.	12-9	4				87	3.3	-.7
4. Calvin	11-6	5				139	4.3	-.7
5. Eugene	15-5	6				166	4.9	-1.1
6. Robert	11-7	3	72	2.2	-.8			
7. William Q.	12	3	113	2.7	-.3			
8. Willie S.	14	6				169	4.9	-1.1
9. James L.	11-9	5				168	4.9	-0.1
10. James H.	8-7	3	137	3.7	+.7			
Total	115-9	41	547	13.9		729	22.3	
Mean	11-6	4.1	109.4	2.8		145.8	4.5	

*

+ or - G.P.

a mean I. Q. of 81.5 Only two of these ten children have Intelligence Quotients within the range of the usual range or average, with one of 91 and the other of 97. As a group these children are dull. Haggerty¹, in the study, "The Incidence of Undesirable Behavior," found that there is a gradual increase in the behavior score as the level of intelligence moves downward. Haggerty also found that undesirable behavior, as defined by teachers, centers overwhelmingly among pupils who grade under 90 I. Q.

Table 12, page 29, gives the scores and grade placements from the results of the Stanford and Progressive Achievement Tests. Total scores from the Stanford Test are 547, average score is 109.4. The scores range from 72 to 137, total grade placement is 13.4, and an average grade placement of 2.8. Results from the Progressive Achievement Test reveal a total score of 729, a range of 87 to 169 with an average score of 145.8. A grade placement of 4.5 is indicated. The Table also reveals that 9, or 90 per cent of the ten children are retarded in school achievement and 1, or 10 per cent are at grade.

The question may be raised, "Are the behavior difficulties of these ten pupils the result of failure in school?"

A large percentage of pupils behave badly because their mental capacity is such that they simply cannot succeed in ordinary classroom with the ordinary curriculum. School to them means continued embarrassment and

¹
M. E. Haggerty, "The Incidence of Undesirable Behavior in Public-School Children" Journal of Educational Research, XII (June, December, 1925), pp. 102-113.

frustration, and frustration breeds aggression. The difficulty may be the results of mental deficiency.¹

It would appear from the data here presented that retardation and behavior problems are appreciably correlated for the children of this study.

Distribution of Scores on Vineland Social Maturity Test.--

Table 13, page 31, indicates the relative aspects of social competence of the ten children in this study. The total scores range from 74 to 89. The average score for the group is 81.6, the range of social ages is from 9 to 15 years, with an average social age of 11.6. The data indicate that the social age of the group corresponds with the chronological age, although

TABLE 13

DISTRIBUTION OF SCORES ON
VINELAND SOCIAL MATURITY SCALE

PUPILS	Chron. Age	School Grade	Vineland Social Maturity Test			
	Yrs.Mon		Basal S.	Total S.	Soc. Q.	Age Quiv.
1. Eula	8-11	3	65	74	8	9
2. Williams G.	9-3	3	65	76	11	9.7
3. Willie G.	12-9	4	76	79	9	10.5
4. Calvin	11-6	5	79	85	10	12.6
5. Eugene	15-5	6	76	86	9	13.2
6. Robert	11-7	3	65	76	9	9.7
7. William Q.	12	3	71	84	10	10
8. Willie S.	14	6	87	87	10	13.8
9. James L.	11-9	5	78	89	13	15
10. James H.	8-7	3	65	80	12	10.8
Total	115-9	41	722	816	101	116.3
Mean	11-9	4.1	72.2	81.6	10.1	11.6

¹

R. Barbour, "A Substitute for the Red," Nation's Schools, XXXVI (November, 1945), p. 28.

there are some cases of individual deviations. Further, the retardation in mental abilities and scholastic achievement do not find a correlate retardation in social maturity or competence for the children of this study.

Distribution of Scores on Stenquist Mechanical Aptitude Test.-- In addition to ascertaining the relative ability in general abstract intelligence of children with problems, it

TABLE 14
DISTRIBUTION OF SCORES ON
STENQUIST MECHANICAL APTITUDE TEST

PUPILS	Chron. Age	School Grade	Stenquist Mechanical		
	Yrs. Mon		Raw S.	T-Score	Percentile Rank
1. Eula	8-11	3	6	20	3
2. William G.	9-3	3	9	23	5
3. Willie G.	12-9	4	10	24	5
4. Calvin	11-6	5	11	25	5
5. Eugene	15-5	6	15	29	.083
6. Robert	11-7	3	13	27	10
7. William Q.	12-0	3	16	30	2
8. Willie S.	14-0	6	16	30	.1
9. James L.	11-9	5	13	27	10
10. James H.	8-7	3	8	22	4
Total	115-9	41	111	257	4.418
Mean	11-6	4.1	11.1	25.7	4.418

is of great importance to discover also, in what other traits or abilities they are strong or weak. Therefore, to detect the general mechanical aptitude of the ten children under study, the Stenquist Mechanical Aptitude Test 1, was used. Table 14, page 32, shows that the scores range from 10 to 30, the average score is 26. The highest percentile rank is ten. The results indicate that

this group of pupils is composed of children with very low percentile ratings in mechanical ability. The results of the test show that the boys with the highest and one of the lowest intelligence quotients have the same, and the highest percentile ranking in mechanical aptitude. Therefore, low intelligence and low mechanical aptitude are not positively correlated to any marked degree in this instance. The conclusion, if any, is that these problem children manifest a very low level of

TABLE 15

DISTRIBUTION OF SCORES ON
HAGGERTY-OLSON-WICKMAN BEHAVIOR RATING SCHEDULES A AND B

	Chron. Age	School Grade	Schedules						
			A	Div.1	B	Div.2	Div.3	Div.4	Total
1. Eula	8-11	3	91	30	18	29	39	116	
2. William G.	9-3	3	148	29	23	43	42	137	
3. Willie G.	12-9	4	169	27	19	33	44	123	
4. Calvin	11-6	5	97	18	25	34	33	110	
5. Eugene	15-5	6	127	26	20	42	42	130	
6. William Q.	12-0	3	113	23	24	35	36	118	
7. Willie S.	14-0	6	166	32	16	28	20	96	
8. Robert	11-7	3	38	34	18	33	28	113	
9. James L.	11-9	5	107	12	22	31	32	97	
10. James H.	8-7	3	156	24	16	42	39	121	
Total	115-9	41	1212	255	201	350	355	1161	
Mean	11-6	4.1	121.2	25.5	20.1	35	35.5	116.1	

mechanical aptitude together with the apparent retardation in school achievement and mental development. This finding is not overtly striking in the light of the more recent data on the theory of "types" of intelligence, and the correlation of specific abilities rather than their compensation.

More important, however, the data on the low mechanical aptitude of these children would appear to lend weight to the theory that the lack of "skills," that is, skill in manual performances, is a contributing factor in the emergence of emotional difficulties and problem-behaviors.

Distribution of Scores on the Haggerty-Olson-Wickman Behavior Rating Schedules, A and B.-- Table 15, page 33, gives the occurrence of behavior and personality difficulties of the ten subjects of this investigation. Total scores for the "types", that is, the behavior-problems as indicated on Schedule A, are 1212. The range of scores is from 38 to 169, and the average score is 121.2.

Total scores on Schedule B are 1161. They range from 96 to 137 with an average score of 116.1. The most frequent score on Schedule B, is 42. In considering the test results, as to personality and behavior difficulties, it is noted that all of the children in this study present a number of personality and behavior difficulties together. The characteristics listed in sections 1, 2, 3, and 4 are those which affect the child and his own personal adjustment. The test results also indicate serious maladjustment in the case of these ten children, which may lead to psychopathic condition and delinquency if they become chronic habits.

General Interpretation of Findings for the Group.-- The data presented in the findings for the ten children in this study show that the most frequent behavior problems are cheating and temper outburst, followed by lying, and being unpopu-

lar with children, while the more serious, bullying, sex offence, obscene notes and talk, defiance to discipline, stealing, and truancy are the least frequent but should not be of less concern to teachers. Each child in the study has more than two behavior and personality difficulties combined.

In showing the general severity of each of the ten cases, total scores were used. The range of scores on Schedule A, is from 38 to 169 with an average score of 121.1; on Schedule B, the range is from 96 to 137 with an average score of 116.1. The results indicate serious maladjustment of the children under study.

The data reveal that the pupils were taken from the Third, Fourth, Fifth, and Sixth grades, and that the range of ages is from 8 to 15 years with an average age of 11.6. This indicates that the greater number of children reported for misconduct are in the pre-adolescent period. This fact confirms the current acceptance of the stormy nature of puberty.¹

The data show that 50 per cent of the children come from broken homes where poverty is evident, and that 50 per cent of the mothers are employed away from home. The data also show that the educational status of the parents is very low. This fact is indicated by an average of 4.7 years of schooling for the parents. Nine of the fathers and five of the mothers have had less than 6 years of schooling.

¹
M. E. Haggerty, op. cit., p. 110.

These factors are the sources of the difficulties of these ten children. They are reflected in their insecurity, low native intelligence, lack of training, emotional instability, and frustrations as revealed by their undesirable behavior.

As a group, these ten children are characterized by low intelligence, and low achievement as indicated by an average I. Q. of 79, and an average grade placement of 3.6. The results show that mental deficiency, which is reflected in the serious retardation of the group, is one of the most serious factors of the behavior of the ten children under study. The findings show the following conditioning factors: poverty, poor education background, lack of home training, low intellectual and achievement levels, and too difficult school requirements.

Individual Interpretation of Findings

Case 1: Eula

The interpretation of Eula's case may be given as follows: emotional tension in her home relationship and school maladjustment combined with low mentality have produced in Eula the following types of undesirable behavior: doing things she is not supposed to do, playing for attention, teasing, lying, and stealing. These are partly due to physical urge, and partly to satisfy her emotional urge. The data presented in the findings show that the socio-economic, and educational status of her family is very low, and that her intellectual and achievement levels are low also. Therefore, poor home conditions, low income, poorly educated parents, and low mentality are the factors contributing to Eula's undesirable behaviors.

Case 2: William G.

The interpretation of William's case may be given as follows: William is a product of a broken home in his early life. This broken home life combined with overprotection, and laxity in discipline by his grandmother; lack of mental ability, and failure in school work have produced in William the undesirable behaviors as follows: violent temper, fighting, swearing, and smutty talk. These are partly due to emotional disturbances growing out of his relationship with others at home and at school, and his school failures. The causal factors in William's difficult behavior are broken poor training in the home, low intelligence, and too difficult grade placement.

Case 3: Willie G.

Willie's Case may be interpreted as follows: emotional disturbances caused by a broken home, the presence of an unkind stepmother, a cruel father, and maladjustment in school have produced the following anti-social behaviors: temper tantrums, fighting, bullying, stealing, and lying. The data presented in the findings show that poor home conditions, low income, unwholesome family relationship, poorly trained parents, and lack of mental ability which results in failure in school work, are some of the causes for Willie's difficult behavior.

Case 4: Calvin

The interpretation of Calvin's case is as follows: emotional disturbances growing out of family relationship and with others have resulted in terrible temper outbursts, fight-

ing, bullying, and obscene talk. The data concerning Calvin's case show the conditioning factors to be as follows: poorly trained parents, low income, and lack of training in the home.

Case 5: Eugene

The interpretation of Eugene's case may be given as follows: insecurity and frustration as a result of maladjustment in school, unhappy relationship with classmates and teachers, and the low economic status of his family have produced the following types of undesirable behavior, namely, stealing, truancy, defiance to discipline, and poor school work. These forms of behavior are partly due to a desire for social acceptance, and inability to meet the school requirements. The environmental factors which condition Eugene's behavior are: low income, poorly educated parents, lack of proper home training, and low mentality.

Case 6: Robert

Robert's case may be interpreted as follows: emotional disturbances growing out of retardation in school, repeated failures, and humiliation on the part of parents, classmates, and teachers have caused withdrawing tendencies, emotional instability, violent temper, and truancy due partly to his inability to succeed in school. The environmental factors causing these types of undesirable behavior are: poor home conditions, poorly trained parents, low mentality, and lack of interest in school.

Case 7: William Q.

The interpretation of William Q's case is as follows:

nervous physical condition combined with emotional tension as a result of his home and school relationships, lack of security, affection, and satisfying home life have produced the following types of objectionable behavior: temper tantrums, when thwarted in the classroom, and on the playground, truancy, fighting, stealing, and lying. The data in the findings reveal the following causes: unwholesome home conditions, general poverty, poor educational background, lack of home training, and low native intelligence.

Case 8: Willie S.

The following is the interpretation of willie S's. Case: emotionally disturbed over low economic status of his parents, who do not provide the basic requirements for adequate needs of the children in the home, and serious retardation in school have resulted in the undesirable behaviors of truancy, violent temper, defiance to discipline, fighting, and obscene talk and writing. The findings reveal the following causes: low intellectual level on the part of parents, poor home conditions, and low mentality which results in failure in school work.

Case 9: James L.

James L's. insecurity is manifested in the following ways: constant bullying, annoying children and teachers, loud talking, overactivity, smutty talk and fighting. The data presented in the findings reveal the following causes: poor home conditions, and lack of proper home training.

Case 10: James H.

The interpretation of James H's. case may be given as

follows: emotional disturbances as a result of parental disharmony, insecurity and conflicts, sibling jealousy, thwarted desires have produced the anti-social problems as follows: terrible temper, fighting, bullying, obscene talk and writing, swearing, and masturbation. The following are the outstanding causal factors: unwholesome family relationship, and poor home training.

CHAPTER III

CASE STUDIES

General Nature of Case Studies:

Chapter III will present, in turn, the Case-history of the ten children with behavior-problems investigated in this study, together with an analysis and interpretation of the data. The overall evaluation of each Case-history will be presented under the following captions:

- I. What are the types of behavior-problems characteristic of this child?
 - A. Frequency or persistence of each behavior.
- II. The environmental Factors "conditioning" the behavior of the child.
 - A. Socio-economic background
 - B. Physical Condition
 - C. Intelligence Levels
 - D. Achievement Levels
 - E. Social-emotional behaviors
 - F. Aptitude Percentile Rating
- III. Therapeutic measures used by parents and teachers in "retraining" the behavioral-patterns of the child.
- IV. The child's justification of his behavior.
- V. Implications and Recommendations based on data.

The Case-history for each of the ten children who are the "subjects" of this study will be presented in the pages to follow.

CASE I

Code Name.-- Eula Age.-- 8 yrs.-11 Mos. Grade.-- Third
I. Q.-- 79 Achievement Score.-- 106 Test-Grade.-- 2.6
Maturity Rating.-- 9 Behavior Schedule Rating.-- 91
Mechanical Aptitude Rating.-- 3 Health Rating.-- Good

I. Characteristic Behavior-problems of this Child

The characteristic undesirable behaviors of Eula can be indicated as follows: devoid of pride, aggressive, persistently attention-demanding, frequent fighter after provoking trouble, with the most persistent problem of stealing at home and at school. Naturally, she is very unpopular among the other children of her class. Eula has been stealing since entering the first grade. Anything she sees and wants, she will take it and hide it on her person and declare she has never seen it.

II. Environmental factors which may "condition" the Behavior-problem of this child

A. Socio-economic Status--- Eula's mother and father are separated. Her mother has remarried. The stepfather works as a caretaker in a cemetery. The mother is employed as a maid in a below normal home. There is little money made between the two, consequently they seldom give Eula money for the little things that the other children share at school. The educational status of Eula's parents is very low. The average schooling

for both parents is 2.5 years. Neither one of them take part in any church or social affairs and when there are exercises given by Eula's class, her mother refuses to buy the things she needs.

- . B. Physical-Health Status of this Child.-- Eula is a fair-attractive girl, with a well proportioned body-build, and enjoys good health. She has had chicken-pox, mumps, and measles without suffering any scares or disabilities therefrom. The school record shows that she attends school regularly but that her work is poor.
- C. Intellectual level of this Child.-- The quality of the mental processes of Eula is revealed in her mental age of 7 years and 1 month for her chronological age of 8 years and 11 months which indicates an intelligence quotient of 79. There is a mental development retardation of one year and 10 months.
- D. Achievement Level of this Child.-- Eula's school achievement is reflected in the raw score of 106, a grade placement of 2.6, a -.4 grade placement on the Stanford Test as against her school placement in the Third grade.
- E. Social-Emotional Behavior Rating of this Child.-- Eula achieved a total score of 74 which indicate a social age of 9 years for her chronological age of 8 years and 11 months. The results show that Eula's social maturity is normal as revealed by the test on the Vineland Social Maturity Scale. A total score of 116 on the Haggerty-Olson-Wickman Behavior Rating Schedule B, in-

dicates her emotional behavior rating.

- 7 F. Aptitude Percentile Rating of this Child.-- Eula achieved a rating of a raw score of 6 for a T-score of 20, with a percentile rating of 3. The results indicate very little mechanical aptitude.

III. Therapeutic Measures of Parents and Teachers in dealing with this Child.--

Eula's mother and stepfather scold and whip her for stealing. Her teacher has made it possible for her to earn a little money by doing odd jobs for her in the classroom. She has talked to her parents concerning her behavior in order to get them to see the need of making a better provision for the child. The teacher is also helping her to establish friendly relationship with children through group activities in the classroom and on the playground.

IV. This Child's Justification of Her Behavior

It is desirable for a child's needs to be satisfied. Poverty and lack of social approval can cause basic insecurity. The way in which a child's early physical and emotional needs are met determine to a large degree his behavior.¹ Since the school occupies an important place in the child's life, it should recognize and respond to each child's individual needs as far as possible. The needs of this child could be met in several ways. The following recommendations are suggested:

¹

Aline B. Auerbach, op. cit., p. 7

CASE 2

Code Name.-- William G. Age.-- 9 Yrs.-3 Mos. Grade.-- Third
I. Q.-- 78 Achievement Score.-- 119 Test-Grade.-- 2.7
Maturity Rating.-- 9.7 Behavior Schedule Rating.-- 48
Mechanical Aptitude Percentile Rating.-- 5 Health Rating.-- Good

I. Characteristic Behavior-problems of this Child

The characteristic undesirable behaviors of William G. can be indicated as follows: uninterested in all phases of his school work, low in dependability, and unpopular with children. His most persistent problems are temper tantrums, fighting, swearing, obscene talk and writing. He is mischievous and troublesome to the teachers in the classroom and on the playground. He has to be pushed and prodded before he will accomplish anything.

II. Environmental Factors which may "conditioned" the Behavior-problems of this Child

A. Socio-economic Status.-- William G's. father and mother separated when he was three years old. His mother died when he was four. He has been with his maternal grandmother since the separation of his parents. William G. is the youngest of three children, the other two are girls. Being the only boy and the baby, he has been indulged and petted. The grandmother supports the three children by laundrying in the home and with what the father, who works at a pipeshop and is still single,

gives them. The home is common but clean and attractive. The father had only two years of schooling, and the mother finished the Sixth grade. The two girls and the grandmother are active worker in the Baptist Church and Sunday School, but the father does not belong to any church and never attends one.

William G. goes whenever he wants to go. The social activities of the family are centered around the school activities and motion picture theatres.

- B. Physical-Health Status of this Child.-- William G. is a boy of average size for his age. His general appearance, clothes, and grooming are always good, however, he does not seem to care how he looks. From his facial expression, he does not seem to be happy. He has had mumps, measles, and whooping cough. The school record shows that he attends school regularly and that he is seldom tardy. The record also shows that he was in the Third grade last year.
- C. Intellectual Level of this Child.-- The mental ability of William G. is revealed in his mental age of 7 years and 3 months which indicates an I. Q. of 78, which points to a two years retardation in mental development.
- D. Achievement Level of this Child.-- William G's. achievement in school is indicated by a raw score of 119, a grade-placement of 2.7, a -.3 grade-placement on the Stanford Test as against his school placement in the Third grade. The results also indicate that William

G. is retarded in grade placement in terms of chronological age.

E. Socio-Emotional Behavior Rating of this Child.--

William G's. growth in social competence is normal as revealed by his social age of 9.7 years, for his chronological age of 9 years and 3 months, on the Social Maturity Scale. His serious emotional instability is revealed by a total score of 137, on the Haggerty-Olson-Wickman Behavior Rating Schedule B, the highest of this group of maladjusted children, with a percentile rank of 99.9.

F. Aptitude Percentile Rating of this Child.-- The results of the Stenquist Mechanical Aptitude Test show that William G. achieved a rating of a raw score of 9 for a T-score of 23, with a percentile rating of 4 which indicates a low mechanical aptitude.

III. Therapeutic Measures of Parents and Teachers in Dealing with this Child

William G's. grandmother talks and nags at him in order to change his behavior. She reports him to his father, who quarrels at him but never uses the rod. He is such a nuisance in the classroom and on the playground until all his teachers have grown impatient with him. They have talked, threatened and used corporal punishment.

IV. This Child's Justification of His Behavior

William G. gives no reason for his behavior.

V. Implications and Recommendations in this Case

The basic needs of William G. have many implications for the classroom teacher. His parent-child relationship form the basis of his maladjustment that is behaviorally expressed in the classroom and on the playground. Because of the important place the school occupies in the child's life, the teacher's role is gradually increasing in importance. She is becoming the one stabilizing force in helping a child to help himself. She can be most helpful if she has a comprehensive understanding of the whole child, his needs and feelings. She can recognize that a child's problem-behavior is not an end in itself but an open declaration of his conflicts and often his negative way of asking for help.¹ Therefore, in order to be of help in William G's. case, the classroom teacher must know something of his home training and the quality of his mental processes. The following recommendations are suggested:

1. Talk with parents concerning training measures.
 - a. Futility of Talking and Nagging.
 - b. Stop pampering the boy.
2. Adapt school work to his level.
3. Cultivate his interest.
4. **Refrain** from emphasizing the child's weakness.²

¹ Mary C. Roland, "Help for Problem Children," The Nation's Schools, XXXVI (November, 1945), p. 25.

² Ibid., p. 26.

5. Provide opportunity for successful accomplishment and give praise when it has been earned.¹

CASE 3

Code Name.-- Willie G. Age.-- 12 Yrs.-3 Mos. Grade.-- Fourth
 I. Q.-- 7⁴ Achievement Score.-- 87 Test-Grade.-- 3.3
 Maturity Rating.-- 10.5 Behavior Schedule Rating.-- 169
 Mechanical Aptitude Rating.-- 5 Health Rating.-- Good

I. Characteristic Behavior-problems of this Child

The characteristic undesirable behaviors of Willie G. can be indicated as follows: terrible temper outbursts, bullying, fighting, stealing, and lying. His most persistent problem is temper tantrums. Willie has been involved in some rather serious problems, such as: threatening his sisters and children with knives and a gun, going into the neighbors' home and taking things. He gets angry quite easily on the playground and in other out-of-school situations. His grandmother has had to call the officers to quiet him.

II. Environmental Factors which may "condition" the Behavior-problems of this Child

A. Socio-economic Status.-- Willie G's. mother died when he was five years old and his father was killed in November of 1948 by his brother in a quarrel over taking Willie G. and his two oldest sisters out of school. Home life for Willie G. has been very hard and unhappy.

After his mother's death, his father remarried and there were six more children born in the family. Before the death of the father, the family lived on a white man's farm. After the father's death, Willie G. and his two whole sisters came to their grandmother, who is a widow, ill, and on charity, to make their home. The educational status of Willie G's. parents was low. The father had only three years of schooling, and the mother finished the Sixth grade. Willie G's. father did not attend church, and his grandmother's health prevents her from taking any part in church activities or other social affairs.

- B. Physical-Health Status of this Child.-- Willie G. is about average size for his age. His clothes and grooming are poor, and he wears a scowl on his face most of the time. He has had whooping cough, measles, mumps, and chicken-pox. The school record shows that his attendance has been very irregular and that he does poor work. He has attended three different schools and all of his teachers have trouble with his temper outbursts, his irregular attendance, and stealing.
- C. Intellectual Level of this Child.-- Willie G's. quality of mental ability is indicated in his mental age of 8 years and 8 months for his chronological age of 12 years and 9 months which indicates an I. Q. of 74, for a retardation in mental development of four years and one month.

- D. Achievement Level of this Child.-- Willie G's School achievement is reflected in the raw score of 87, a grade-placement of 3.3, with a $-.7$ grade-placement on the Progressive Achievement Test as against his school placement in the Fourth grade.
- E. Social-Emotional Behavior Rating of this Child.-- Willie G's. social maturity rating is revealed by a total score of 79 which indicates a social age of 10.5 years. This shows that his social age has not kept pace with his chronological age. His emotional maladjustment can be indicated by a score of 123 on Schedule B, of the Haggerty-Olson-Wickman Behavior Rating Schedules. Willie G. ranks third in serious emotional maladjustment of the group under study.
- F. Aptitude Percentile Rating of this Child.-- A raw score of 10 for a T-score of 24, with a percentile rating of 5, was made by Willie G. on the Stenquist Mechanical Aptitude Test which indicates low ability in this area.

III. Therapeutic Measures of Parents and Teachers in Dealing with this Child

Willie G's. father, during his life time, used corporal punishment, whereas, his grandmother talks to him in order to change his behavior. When he made threats with a gun, she called the officers, and they turned him over to the Juvenile Court. He is now in the Reform School. Willie G's. attendance was so irregular until very little

was done by his teachers to retrain him. They talked to him, and punished him by isolating him from the group, and by taking away some of his priviledges.

IV. This Child's Justification of His Behavior

Willie G. gave the following reasons for his conduct:

(1) The children and teachers did not like him, (2) He did not like school.

V. Implications and Recommendations in this Case

Though we have to look to the home for mistakes in handling Willie G., we must bear in mind also that his teachers were in part responsible for his emotional maladjustment in the classroom by their lack of sympathetic understanding of the child, by failing to create an atmosphere of friendliness in the classroom, and by not providing a modified program or special grouping in the classroom to meet the needs of this child. The teacher as well as the parents can add to the child's emotional instability by being irritable or by nagging.¹ The following recommendations are suggested:

1. Improve living conditions in the home.
2. Provide success by adjusting his school work to his ability and achievement.
3. Give some praise.
4. Judge his achievements in relation to his ability.

¹ Ruth Strang, An Introduction to Child Study (New York: The Macmillan Company, 1931), p. 309.

5. Establish friendly relation with the child.
6. Provide enough suitable work to keep the child busy.

CASE 4

Code Name.-- Calvin Age.-- 11 Yrs.-6 Mos. Grade.-- Fifth
 I. Q.-- 91 Achievement Score.-- 139 Test-Grade.-- 4.3
 Maturity Rating.-- 12.6 Behavior Schedule Rating.-- 97
 Mechanical Aptitude Rating.-- 5 Health Rating.-- Good

I. Characteristic Behavior-problems of this Child

The undesirable behavior characteristics of Calvin are to be shown as follows: marked overactivity, temper tantrums, obscene notes and talk. His most persistent problems are bullying, and fighting which accounts for his unpopularity with his schoolmates and other children in the community. Calvin is a very active boy. He never stays still for any length of time. He is constantly being reported for fighting on the way home from school and on the playground.

II. Environmental Factors which may "condition" the Behavior-problems of this Child

A. Socio-economic Status.-- Calvin is an illegitimate child. He has a stepfather, who does not care for him, and a stepbrother with whom he does not get on well. Together, they make Calvin's life very unpleasant at times. Calvin's mother works as a maid in a department store: therefore, she spends only a little part of the

day with her boys who are left alone to care for themselves. The father works in a pipeshop. The socio-economic status is fair. The educational Status of the father and mother is low. The father finished the Fifth grade and the mother the Fourth grade. Calvin's mother is active in church work but his stepfather never goes to church. He is constantly being arrested for bootlegging.

- B. Physical-Health Status of this Child.-- Calvin is a slender boy of average height for his age. He is handsome, and his dress and personal grooming are not different from the boys in his group. His facial expression is pleasant when he is not quarreling. He does not appear to be unhappy. His health is good. He had whooping cough before he was six, and he has had measles, mumps, and chicken-pox. since entering school. The school record shows that his attendance has been good since he has been in the Fifth grade, and that he has not repeated any grades. However, he does not do as well as he can because he does not try.
- C. Intellectual Level of this Child.-- Calvin's mental ability is revealed in his mental age of 10 years and 1 month for his chronological age of 11 years and 6 months which indicates an intelligence Quotient of 91, for a retardation of one year and five months in mental development.
- D. Achievement Level of this Child.-- Calvin's achievement

in school is reflected in a raw score of 139, a grade-placement of 4.3, with a -0.7 grade-placement on the Progressive Achievement Test as against his school placement in the Fifth grade.

E. Socio-Emotional Behavior Rating of this Child.-- Calvin's level of social maturity can be indicated by a total score of 85 which indicates a social age of 12.6 years. His emotional maladjustment is revealed in a total score of 110, and a percentile rank of 97 on the Haggerty-Olson-Wickman Behavior Rating Schedule B. The results indicate low degree of adjustment.

F. Aptitude Percentile Rating of this Child.-- Calvin achieved a rating of a raw score of 11 for a T-score of 25, with a percentile rank of 5 on the Stenquist Mechanical Aptitude Test. The results here reveal the fact that Calvin has very little mechanical aptitude.

III. Therapeutic Measures of Parents and Teachers in Dealing with this Child

Calvin's mother talks, scolds, and punished him by whipping and denying some privileges. The teachers have had conferences with his mother and have made efforts to find out why he behaves as he does; and have planned careful supervision on the playground. They have asked him to protect other small children on the playground, and on the way home from school.

IV. This Child's Justification of His Behavior

Calvin says he fights because the other children pick at him

and tell falsehoods on him.

V. Implications and Recommendations in this Case

It is desirable for every child to feel that both parents are vitally interested in his welfare. Hostilities and resentments are aroused when a child feels unwanted and has few satisfactions in life. This void in the child's life gives rise oftentimes to undesirable behaviors. In view of the findings in this case, the school must provide a feeling of security by letting him experience being liked by the teachers and pupils, by refraining from emphasizing his weakness, and by understanding the motives for his undesirable behavior. The corrective for difficult behavior is replacement with constructive behavior. The school must find something to keep the troublesome child interestingly employed. It must see that there is some phase of activity or project under way that the problem child can carry out successfully and responsibly.¹ Recommendations are as follows: Frank discussions with parents concerning their attitudes towards the child, and help the child establish friendly relationship with other children. More specific recommendations are:

1. Parents led into an attitude of striving to make Calvin feel that he is their child, and that they want him. and love him.

1

W. B. Featherstone, Teaching the Slow Learner Practical Suggestions for Teaching, Number 1, ed. Hollis L. Caswell (New York: Bureau of Publications, Columbia University, 1941), p. 98.

2. Parents and teachers minimize the importance placed on "tales" told on Calvin by other children.
3. Offer opportunities for Calvin to participate in activities in which he is interested and from which he can gain measures of satisfaction.
4. Scale Calvin's school work so that he can achieve an increasing degree of success.

CASE 5

Code Name.-- Eugene Age.-- 15 Yrs.-5 Mos. Grade.-- Sixth

I. Q.-- 73 Achievement Score.-- 166 Test-Grade.-- 4.9

Maturity Rating.-- 13.2 Behavior Schedule Rating.-- 127

Mechanical Aptitude Rating.-- .083 Health Rating.-- Good

I. Characteristic Behavior-problems of this Child

The characteristic undesirable behaviors of Eugene can be shown as follows: stealing, truancy, smutty talk and notes, with the most persistent problems of temper tantrums, and defiance to discipline. He is not dependable, has no sense of obligation, and will not work at his assignments. On the playground, if he does not get his way or the recognition he thinks he deserves, he gets angry and fights or quits the game. For these reasons, he is not generally liked by the children at school.

II. Environmental Factors which may "condition" the Behavior-problems of this Child

- A. Socio-economic Status-- Eugene's father and mother are living and are in the home. His father works at a pipe-shop and attends school at night. His mother is unem-

ployed. They do not own their home but the home and surroundings are clean and attractive. There are four boys and one girl in the home. Eugene is the oldest child. There is not enough money made by the father to give the children all the necessities needed. The father and mother both finished the Sixth grade.

Eugene's mother is active in the Baptist church and his sister and brothers go to Sunday School and church, but Eugene and his father do not attend church. The whole family likes baseball, fishing and the movies.

- B. Physical-Health Status of this Child.-- Eugene is a large boy for his age. He is not handsome, but neither is he bad looking. His clothes and grooming are poor. He has had all the common children's diseases. The school record shows that he has attended two different schools, and that his attendance has been irregular. His only interest in school is to play baseball. He has repeated two grades, and the record shows that he is not making passing marks now.

- C. Intellectual Level of this Child.-- The mental ability of Eugene is indicated by the results of scores on the Otis Mental Test which reveal a mental age of 9 years and 9 months for his chronological age of 15 years and 5 months which indicates an Intelligence Quotient of 73. There is a mental development retardation of five years and six months.

- D. Achievement Level of this Child.-- A raw score of 166, a grade-placement of 4.9, with a -1.1 grade-placement on the Progressive Achievement Test as against his school placement in the Sixth grade reveal Eugene's school achievement.
- E. Social-Emotional Behavior Rating of this Child.-- Eugene's level of social maturity is indicated in a total score of 86 which indicates a social age of 13.2 years as against his chronological age of 15 years and 5 months. There is a 2.2 years retardation in social maturity as indicated by this measure. The seriousness of his emotional maladjustment is indicated in a score of 130 and a percentile of 99.8 which is in keeping with the behavior problems of this child.
- F. Aptitude Percentile Rating of this Child.-- Eugene achieved a rating of a raw score of 15 for a T-score of 29 on the Stenquist Mechanical Aptitude Test. This low score indicates very little mechanical aptitude.

III. Therapeutic Measures of Parents and Teachers in Dealing with this Child

Eugene's parents whipped him up until he was 14. He is too big now, so they talk and scold. Eugene's sixth grade teacher has studied him and she has decided that most of his difficulties are the result of mental deficiency. His school life has been one of constant failures. The teacher has referred him to the guidance council at the school. In the meanwhile, she has given him work on his level and re-

sponsible duties about the school to do. Eugene is interested in athletics, so the teachers have asked him to direct the games for the elementary children.

IV. This Child's Justification of His Behavior

Eugene's reasons for his behavior are: (1) he does not like to come to school, (2) the teachers and children do not like him, and (3) he wants to work to get himself some clothes.

V. Implications and Recommendations in this Case

As a result of greater understanding, today's teachers recognize that a child who makes trouble at home or at school is in trouble. Eugene's native intelligence has been found to be inadequate for normal success in the ordinary school work. Eugene's school failures which give rise to feeling of inferiority with compensatory behavior patterns of undesirable nature must be handled through guidance rather than through domination. The following recommendations are suggested:

1. Conferences with both parents concerning his economic needs, with particular reference to clothing.
2. Guide the child into curriculum that fits his needs and interest.¹
3. Give praise and encouragement for worthy efforts made.
4. Provide after school jobs.
5. Provide vocational guidance.²

¹
H. C. Hamilton and O. W. Eagleson, "Human Behavior and Its Measurements" (Atlanta, Georgia, School of Education, Atlanta University, 1947), p. 71.

²
Ruth Strang, op. cit., p. 460.

CASE 6

Code Name.-- Robert Age.-- 11 Yrs.-7 Mos. Grade.-- Third
I. Q.-- 74 Achievement Score.-- 72 Test-Grade.-- 2.2
Maturity Rating.-- 9.7 Behavior Schedule Rating.-- 113
Mechanical Aptitude Rating.-- 10 Health Rating.-- Good

I. Characteristic Behavior-problems of this Child

The characteristic undesirable personality traits and conduct disturbances of Robert can be indicated as follows: withdrawing tendencies, emotional instability, and seriously lacking in persistency of efforts. Temper outbursts and truancy are his most serious behavior problems.

II. Environmental Factors which may "condition" the Behavior-problems of this Child

A. Socio-economic Status.-- Robert's father and mother are both living and are in the home. There are two boys and five girls in the home. The father works at a pipe-shop, the mother does general house cleaning two days a week in a normal home. The combined incomes are barely enough to care for such a large family. The home, which is owned by the family, is kept clean, but there is not enough room for such a large family. The educational status of the father and mother is low, the father had five years of schooling, and the mother had four. The parents do not take any part in church activities of the community, neither do the children go to Sunday School.

- B. Physical-Health Status of this Child.-- Robert is a very effeminate boy of average height and weight for his age. His health is good. He has suffered no scares from any of the common children diseases which he has had. The school record shows that he has attended two different schools and that his attendance has been irregular. Robert's school life has been characterized by failures, frustrations, and condemnation from parents, teachers, and pupils.
- C. Intellectual Level of this Child.-- The mental ability of Robert is revealed in his mental age of 7 years and 4 months for his chronological age of 11 years and 7 months which indicates an I. Q. of 79, which shows a four years and three months retardation in mental development.
- D. Achievement Level of this Child.-- A raw score of 72, a grade-placement of 2.2, and a -.8 grade-placement on the Stanford Test as against his school placement in the Third grade, reflect Robert's school achievement.
- E. Socio-Emotional Rating of this Child.-- A total of 76 which reveals a social age of 9.7 years, on the Vineland Social Maturity Scale, indicates Robert's social competence. There is apparent two years retardation in social maturity. A total score of 113 which gives a percentile rating of 97 on the Haggerty-Olson-Wickman Behavior Rating Schedule B, reveals Robert's emotional maladjustment. The results indicate very poor emotional adjustment and

self-control.

- F. Aptitude Percentile Rating of this Child.-- Robert achieved a rating of a raw score of 13 for a T-score of 27, with a percentile rating of 10 on the Stenquist Mechanical Aptitude Test. Robert is one of the three children of the group who have the highest mechanical aptitude as revealed by the test.

III. Therapeutic Measures of Parents and Teachers in Dealing with this Child

Robert's parents talk and whip him for playing hookey from school when he is reported. On the other hand, his grandmother indulges him by letting him stay at her house when he does not want to go to school. Robert's third grade teacher has tried to make his school life pleasant by adjusting his program to his ability and by giving him praise for his efforts.

IV. This Child's Justification of His Behavior

Robert's only excuse is that he does not like to come to school.

V. Implications and Recommendations in this Case

Persistent evidences of insecurity and inferiority, based upon inability to cope with the situation in which most pupils are involved should be recognized and eliminated if the child is to be developed into a well adjusted personality. These may be the results of too difficult school and home situations as in the case of Robert. The following

recommendations are suggested:

1. Adjust program to the child's level.¹
2. Provide opportunities for successes.
3. Avoid as much as possible those situations that provoke frustrations and angers that rise into temper tantrums.
4. Seek cooperation of grandmother in getting Robert to attend school regularly.
5. Praise for effort, achievement, and initiative.

CASE 7

Code Name.-- William Q. Age.-- 12 Yrs. Grade.-- Third
 I. Q.-- 70 Achievement Score.-- 113 Test-Grade.-- 2.7
 Maturity Rating.-- 12 Behavior Schedule Rating.-- 113
 Mechanical Aptitude Rating.-- Health Rating.-- Good

I. Characteristic Behavior-problems of this Child

The following indicate the characteristic undesirable behaviors of William Q.: aggressive, hostile, stealing and lying, with fighting and truancy as the most persistent problems. William Q. is unable to get along with other children, and children do not generally like him.

II. Environmental Factors which may "condition" the Behavior-problems of this Child

A. Socio-economic Status.-- William Q. lives with his grandmother. His mother is single and lives in the same com-

¹ Glenn E. Graham, "Curriculum for Slow Learners", The Clearing House, XXVI, No. 1 (September, 1948), p. 26.

munity. She works as a maid in a wealthy home. She has two boys who are younger than William Q. They also live with the grandmother who is a widow and is on the releif. William's father is in prison. The economic status of the family is very poor. There are nine grandchildren, two girls and seven boys, living in this home. These children are all depending on what their mothers make. There are no fathers in the home. Two of these mothers live on the job and one lives alone. The educational status of the family is low. William Q's. mother finished the second grade and his father finished the third grade. William Q's. mother is a member of the Baptist Church. His grandmother is old and not able to get about so she does not attend church. Motion pictures and ball games are the forms of recreation engaged in by the family.

- B. Physical-Health Status of this Child.-- William Q is not bad looking when he is cleaned up, but at times his clothes and grooming are almost repulsive. His health is fairly good but he complains often of headaches. He has had none of the common children's diseases except whooping cough. William Q. has never liked school and the school record shows that his attendance has been irregular since the first grade.
- C. Intellectual Level of this Child.-- William Q's. mental ability is revealed in his mental age of 6 years and ten months for his chronological age of 12 years which

indicates an Intelligence Quotient of 70. There is a retardation of five years and two months in mental development.

- D. Achievement Level of this Child.-- William Q's. school achievement is shown in a raw score of 113, a grade-placement of 2.7, and a -.3 grade-placement on the Stanford Achievement Test as against his school placement in the Third grade.
- E. Socio-Emotional Behavior Rating of this Child.-- The total score of 84 which indicates a social age of 12 years, on the Vineland Social Maturity Scale, shows that William Q's. growth in social competence is equal to his chronological age. William Q's. emotional maladjustment is revealed in a total score of 118 and a percentile ranking of 98 on the Haggerty-Olson-Wickman Behavior Rating Schedule B. The observed behavior problems of William Q. are highly correlated with the observed low rating on this Behavior Schedule.
- F. Aptitude Percentile Rating of this Child.-- William Q. achieved a raw score of 16 for a T-score of 30, with a percentile rating of 2 on the Stenquist Aptitude Test. It is quite obvious that William Q. possesses low possibilities for competence in mechanical skills upon which he will, in all probability, have to depend for a livelihood.

III. Therapeutic Measures of Parents and Teachers in Dealing with this Child

William Q's. mother whipped him when he was younger. His grandmother talks to him, but it does no good. His teachers have talked and nagged. The reputation of being a bad boy has been passed down from one teacher to the next. His teacher this term has made efforts to establish friendly relationship with him, to help him make desirable friendship with children by joining the Scout Troop, and to provide success by adjusting his work on his level.

IV. This Child's Justification of His Behavior

William Q's. excuses for his behavior are as follows: he stays away from school because he does not have clean clothes to wear, he fights because the children pick at him.

V. Implications and Recommendations in this Case

Children burdened by both economic and emotional insecurity at home and who are from underprivileged homes meet a threat to their development. Children who sense they are unwanted or unloved cannot develop as normal persons. Here the school plays an especially significant role. Suggested recommendations¹ for William Q's. case are as follows:

1. Better home conditions by notifying, and cooperating with social agencies.
2. Establish social relationship with other children through numerous group activities.
3. Provide happy learning experiences on his level.
4. Give praise for efforts, achievement, and initiative.

¹

N. E. Cutts and N. Moseley, op. cit., pp. 159-194.

5. Sympathetic human interest on the part of teachers.
6. Teachers urged to stop "haloing" William Q. as a bad boy from teacher to teacher.
7. Emphasis upon better grooming, if possible under the conditions in the home.
8. Odd jobs after school to earn spending money.

CASE 8

Code Name.-- Willie S. Age.-- 14 Yrs. Grade.-- Sixth
 I. Q.-- 74 Achievement Score.-- 169 Test-Grade.-- 4.9
 Maturity Rating.-- 13.8 Behavior Schedule Rating.-- 116
 Mechanical Aptitude Rating.-- .08

I. Characteristic Behavior-problems of this Child

The forms of undesirable behavior characteristic of Willie S. are as follows: disinterested in school work, violent temper, stealing, and lying, with persistent disobedience and hostility toward teachers. He has been reported for writing smutty notes to girls. He is constantly being reported for fighting on the way from school.

II. Environmental Factors which may "condition" the Behavior-problems of this Child

A. Socio-economic Status.-- Willie S's. father and mother are living and are in the home. There are seven children, two girls and five boys, in the family. The father and two of the boys work in a pipeshop. The mother is unemployed. The home is crowded and not

tio attractive. The father has had three years of schooling, the mother has had five which indicate a low educational status. Willie S's. parents are very religious. They belong to the church of God. They take no part in the social activities of the community.

- B. Physical-Health Status of this Child.-- Willie S. is a boy of average size for his age. He is always poorly clad, and he takes no pride in his appearance. Willie S. has had whooping cough, measles, mumps, and chicken-pox. His health is good. The school record shows that he has attended two different schools and that the quality of his work has been poor in the present school, although his attendance has been regular.
- C. Intellectual Level of this Child.-- The test results, on the Otis Mental Ability Test, reveal a mental age of 9 years and 6 months for his chronological age of 14 years which indicates an I. Q. of 74. He shows a retardation in mental development of four years and six months.
- D. Achievement Level of this Child.-- Willie S's. achievement in school is indicated by a raw score of 169, a grade-placement of 4.9, with a -1.1 grade-placement on the Progressive Achievement Test as against his grade-placement in the Sixth grade.
- E. Socio-Emotional Behavior Rating of this Child.-- Willie S's. level of social development may be indicated by a total score of 87 on the Vineland Social

Maturity Test which reveals a social age of 13 years and 8 months against his chronological age of 14 years which indicates a social development approximately identical with age expectancy. His emotional behavior is shown by a total score of 96, and a percentile rating of 89. The rating suggest the possibilities for presence of maladjusted behavior, which is the actual case.

F. Aptitude Percentile Rating of this Child.-- On the Stenquist Mechanical Aptitude Test, Willie S. achieved a rating of a raw score of 16 for a T-score of 30, and a percentile rank of .1. The low promise of mechanical skill of Willie S. constitutes a problem in determining the type of training he should receive in the near future.

III. Therapeutic Measures of Parents and Teachers in Dealing with this Child

Willie S's. parents talk and whip in order to retrain him. His teacher has tried to cultivate his interest by giving him responsibilities in the classroom and on the playground, and by establishing friendly relationship with him.

IV. Child's Justification of His Behavior

Willie S. gives the following excuses for his undesirable behavior: the teachers and children do not like him, and he wants to work and not go to school.

V. Implications and Recommendations in this Case

The findings in Willie S's. case imply the need for economic

security, adequate teacher-pupil relationship, and adjusting his school program to his ability and achievement. The school should recognize these underlying causes for Willie S's. undesirable behavior and provide remedial measures to help him. The following recommendations are suggested:

1. Conferences with parents with suggestions to improve Willie S's. economic condition.
2. Encourage Willie S. to get after school jobs.
3. Better teacher-pupil relationship.
 - (a) Build up friendly contact.
 - (b) Establish confidence.
4. Wise choice and use of "responsibilities" that will develop social competence on the part of Willie S.
 - (a) Getting a feeling of "belonging" to the group:
 - (1) other children
 - (2) at home
 - (b) Getting wholesome recognition as a "wanted" member of family, class, and school.
5. Provide for success, academic and social, in school.
6. Explore the vocational possibilities of the child.
 - (a) Train for competency in some definite skill.¹

CASE 9

Code Name.-- James L.	Age.-- 11 Yrs. 9 Mos.	Grade.-- Fifth
I. Q.-- 97	Achievement Score.-- 168	Test-Grade.-- 4.9
Maturity Rating.-- 15	Behavior Schedule Rating.-- 107	
Mechanical Aptitude Rating.-- 10	Health Rating.-- Good	

¹N. E. Cutts and N. Moseley, op. cit., pp. 285-289.

I. Characteristic Behavior-problems of this Child

The characteristic undesirable behaviors of James L. can be indicated as follows: violent temper, bullying, over-activity, and obscene talk and notes. He has constantly been reported swearing and smutty talk to the girls. He is interested in girls and they like him.

II. Environmental Factors which may "condition" the Behavior-problems of this Child

- A. Socio-economic Status.-- James L. is the only child living in the home, and he is his father's only child. His mother has two older girls who live with an aunt. The socio-economic status of the family is very low. There is only one bedroom in the home. The surroundings are unattractive. James L's. father works in a pipeshop. His mother is a maid in a wealthy home, and as she has two other children to care for, her income is inadequate to meet her demands. Both parents finished the Seventh grade. Neither one of them take any part in religious work but they engage in numerous social activities. James L. is Cub Scout, and he goes to motion picture theatres with his parents and alone.
- B. Physical-Health Status of this Child.-- James L. is a boy of average size for his age, and he is always neatly dressed and well groomed when he comes to school. His health is good and the school record shows that his attendance is good. He likes school and he is popular with his classmates.

- C. Intellectual Level of this Child.-- James L's. quality of mental ability is revealed in his mental age of 11 years and 4 months for his chronological age of 11 years and 9 months which indicate an Intelligence Quotient of 97. His mental development is approximately normal and presents no problem.
- D. Achievement Level of this Child.-- James L's. achievement in school is reflected in a raw score of 168, a grade-placement of 4.9, a -.1 grade-placement on the Progressive Achievement Test as against his school placement in the Fifth grade. His achievement rating is approximately normal and presents no problem.
- E. Socio-Emotional Behavior Rating of this Child.-- The level of social development of James L. can be indicated by a total score of 89 which shows a social age of 15 years on the Vineland Social Maturity Scale. James L. is socially matured beyond his age by three years and three months. His emotional rating is revealed in a total score of 97, and a percentile of 89. The rating indicates the possibilities for the actual behavior problems manifested by this child.
- F. Aptitude Percentile Rating of this Child.-- The following rating was achieved by James L. on the Stenquist Mechanical Aptitude Test: a raw score of 13 for a T-score of 27, with a percentile of 10. The normal mental development, normal achievement rate, and accelerated social development do not suggest the observed low

rating in mechanical aptitude of the subject.

III. Therapeutic Measures of Parents and Teachers in Dealing with this Child

James L's. parents do not seem to pay any attention to his behavior. When he does something that vexes his mother, she slaps him. His teachers have made efforts to provide more vital interest, and to keep him occupied in interesting work and play.

IV. This Child's Justification of His Behavior

James L. says that he fights because the children will not let him have his way, and that he only teases the girls.

V. Implications and Recommendations in this Case

A spoiled child who goes into violent temper outbursts when denied his own way and who domineers over playmates, and does not recognize the rights of others, needs to be taught self-control. The following recommendations are suggested in James L's case:

1. Make efforts to enlist parents cooperation in retraining James L.
2. (a) definite need for training in:
 - (1) Self control
 - (2) Respecting rights of others
2. Appeal to him to help protect other small children.
3. Keep him interested so he will not have time for mischief.
4. Explore the mechanical aptitude possibilities looking toward hobby activities which will use up surplus energies.
5. Accelerated social development suggest the need for getting the subject into social groups more advanced than his age.

CASE 10

Code Name.-- James H. Age.-- 8 Yrs.-7 Mos. Grade.-- Third
 I. Q.-- 81 Achievement Score.-- 137 Test-Grade.-- 3.2
 Maturity Rating.-- 8 Behavior Schedule Rating.-- 156
 Mechanical Aptitude Rating.-- 4 Health Rating.-- Good

I. Characteristic Behavior-problems of this Child

The following are the undesirable behaviors characteristic of James H.: smutty conversations, obscene writing in toilets and on buildings, masturbation, and bullying, with the most persistent problems of fighting, swearing, and talking back to his teachers. His aggressive behavior results in his unpopularity with the children.

II. Environmental Factors which may "condition" the Behavior-problems of this Child

A. Socio-economic Status.-- James H's. father and mother separated before he was born. He lived with his grandparents until he was eight years old. While living with them he was coddled, spoiled, and seriously over-protected. He always had his own way, and was given almost everything he wanted. James H's. grandfather died, and his mother, who is married again and has three more children, had to take him because his grandmother is ill and unable to care for him. Since he has been with his mother and stepfather, there has been confusion in the home over his behavior. The stepfather

works at a pipeshop, the mother is unemployed. James H's. mother finished the Eleventh grade, the stepfather has had five years of schooling. Both parents are active in church work and the social activities of the community.

- B. Physical-Health Status of this Child.--- James H. is of average size for his age, clean and neatly dressed when in school. His health is good now, but during his early years he was sickly. He had whooping cough when he was five, and he has had mumps, measles, and chicken-pox since entering school. On examinint the school record, it was found that his attendance has been regular and that he is seldom tardy but the quality of his work is poor. James H. shows no special interest in school, and in all phases of his work, he is passive and uninterested.
- C. Intellectual Level of this Child.--- The quality of mental processes of James H. is revealed in his mental age of 6 years and 11 months for his chronological age of 8 years and 7 months which indicates an I. Q. of 81. His mental development shows a retardation of one year and eight months.
- D. Achievement Level of this Child.--- The school achievement of James H. is shown in a raw score of 137, a grade-placement of 3.7, a $\pm .3$ grade-placement on the Stanford Achievement Test as against his school placement in the Third grade. He is making normal progress through school.

E. Socio-Emotional Behavior Rating of this Child.-- The total score of 80 which reveals a social age of 10.8 years indicates James H's. level of social development. James H. shows an accelerated social development of two years and three months. A total score of 121, and a percentile rating of 99 indicate the degree of his emotional maladjustment. His behavior problems are anticipated by his rating on the Behavior Rating Schedules.

F. Aptitude Percentile Rating of this Child.-- James H. achieved a rating of a raw score of 8 for a T-score of 22 with a percentile of 4 on the Stenquist Mechanical Aptitude Test. This shows that he scored higher than 3 per cent of the 11-year-olds in mechanical aptitude.

III. Therapeutic Measures of Parents and Teachers in Dealing with this Child

Nothing had been done to retrain James H. until he went to live with his mother. His stepfather whips, scold, and talks to him. The teachers of the first three grades have had conferences with his grandparents and his mother concerning the behavior difficulties of this child. His third grade teacher has tried to find his interest in order to keep him occupied in interesting work and play.

IV. This Child's Justification of His Behavior

James H. gives no reason for his behavior.

V. Implications and Recommendations in this Case

Eight years of overindulgence with a sudden change to severe discipline have caused James H's. conflicts which give rise to his anti-social behavior. The findings imply the need for adequate parent-child relationship and proper training in the home. This problem is difficult for the teacher to deal with because the fault is in the parents, whose over-indulgence and severe discipline have resulted in James H's. maladjustment. It has been found that the major factors in juvenile delinquency were defective family relations, defective discipline and immoral atmosphere of home and neighborhood, and specific native and acquired emotional conditions. Whether a child becomes a good citizen or a criminal depends upon his education. If the causes of bad conduct are discovered and the undesirable patterns of behavior modified by re-education, delinquent tendencies can be controlled.¹ The suggested recommendations for James H's. case are as follows:

1. Better parent-child relationship.
 - (a) Breakdown the common belief that stepparents are evil, etc.
 - (b) Build-up a sense of belonging to the family group into which he has been recently thrust.
 - (c) Minimize the whipping and scolding.
 - (d) Emphasize quiet unemotionalized chats with James H. in the instant of his misdemeanor.
2. Find his interest and cultivate it.
3. Provide for participation in group activities.

¹Ruth Strang, op. cit., pp. 470-471.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The Present study has attempted to analyze and interpret the behavior-problems characteristic of ten pupils enrolled in the Calhoun County Training School, Anniston, Alabama.

The data presented in the findings show that the pupils were taken from the Third, Fourth, Fifth, and Sixth grades.

A. Summary of Testing Program

1. The mental development of this group of maladjusted children may be summarized as follows:

On the Otis Mental Ability Test, Alpha, Form A, the Intelligence Quotients ranged from 70 to 81, with an average of 76.4, on the Otis Mental Ability Test, Beta, Form A, the Intelligence Quotients ranged from 73 to 97, with an average of 81.5, which indicates that the general level of native ability of this group is below normal.

Again, the mental ages ranged from 6 years and 10 months to 11 years and 4 months, with an average mental age for the group of 8 years and 5 months.

2. The achievement level of this group of maladjusted children was shown to be as follows:

On the Stanford Achievement Test the scores indicated Grade-placements ranging from 2.2 to 3.7, with an average of 2.7, which indicates that the general level of achievement for this group is retarded, that is, the children of the group are achieving below the level of their expectancy. On the Progressive Achievement Test the scores indicated Grade-placements ranging from 3.3 to 4.9, with an average of 4.5 which indicates that the general level of achievement for this group is retarded, that is, the children of the group are achieving below the level of their expectancy.

3. The Social Maturity level of this group of mal-adjusted children may be summarized as follows:

The Social Maturity ages ranged from 9 years to 15 years, with an average of 11.6 years, which indicates that the social age of this group is at the level of expected maturity in social competency according to their chronological ages.
4. The Stenquist Mechanical Aptitude Test indicated a very low level of possibilities for mechanical proficiency for the children of this group as shown by the following data: the raw scores ranged from 6 to 16, with an average of 11.1; the T-scores ranged from 20 to 30, with an average of 25.7; and the percentile ratings ranging from .083 to 10, with an average of 4.4.
5. The Haggerty, Olson, Wickman Behavior Schedule A, indicated ratings ranging from 169 to 38, with an average of 121.2. Schedule B, indicated ratings ranging from 137 to 96, with an average of 116.1, which shows that there was a general behavioral situation conducive to the presence of maladjusted behaviors for the children in this group of children. The data of the Test were found to be valid in the life-patterns of the respective children of this group.

B. Summary of Environmental Data

1. Age: The children ranged in ages from 8 years and 7 months to 15 years and 5 months, with an average of 11 years and 6 months.
2. Marital Status: Of the families of this group of children, it was found that 50 per cent were

married and living together; 30 per cent were separated; 10 per cent were single, and 10 per cent were deceased.

3. Occupational Status: The study reveals that 80 per cent of the fathers are working in unskilled jobs; and that 50 per cent of the mothers are working in domestic service, with 30 per cent staying at home.
4. Educational Status: The study reveals that the average of schooling for the fathers was 3.9 years, while the average of schooling for the mothers was 5.4 years.
5. Home Ownership: The data shows that 50 per cent of the parents owned or were buying their homes; 50 per cent of the parents were renting homes; 60 per cent of the homes provided separated bedrooms for adults and children.
6. Sibling Relationship: The data shows the following sibling positions: Only Child, none; Last Child, 30 per cent; Middle Child 10 per cent; relative positions: Third Child 10 per cent; First Child 50 per cent.
7. Physical-Health Status: The study reveals that all of the ten children enjoyed good health or better, and all, with the exception of one, had had the usual children's diseases of their years. Interesting enough, and fortunate, none of the children had any scares or defects, natural or acquired, to mar his or her physical appearance.

C. General Findings of Case-Studies

1. The Behavior-Problems.-- The group of maladjusted children in this study manifested the following patterns of behavior in the order of importance:
 - a. Stealing
 - b. Obscene notes, talks, or pictures
 - c. Truancy
 - d. Temper outbursts
 - e. Defiance to discipline
 - f. Lying
 - g. Cheating
 - h. Bullying, fighting
 - i. Disinterested in school work
 - j. Unpopular with children
 - k. Marked overactivity

1. Imaginative lying

And, in the order of frequency the behavior-problems were found to be as follows:

- a. Temper outburst
- b. Cheating
- c. Lying
- d. Bullying, fighting
- e. Disinterested in school work
- f. Marked overactivity
- g. Imaginative lying
- h. Stealing
- i. Defiance to discipline
- j. Sex offenses
- k. Obscene notes, talks, pictures
- l. Truancy

2. The therapeutic measures being used with these maladjusted children were:

- a. Whipping
- b. Scolding-nagging
- c. Talking
- d. Discussing the pupil's problems with his parents.
- e. Adjusting the pupil's program to his level of achievement and ability.
- f. Giving pupils responsibility
- g. Giving praise and cultivating interest
- h. Showing a sympathetic human interest in the pupils.
- i. Denying privileges
- j. Punishing by isolating pupil from his group
- k. Helping pupils establish friendly relationships with other children
- l. Referring pupils to the Guidance Council of the school

3. Children's Attitudes.-- The study reveals that a majority of them were conscious of their undesirable behaviors and that 80 per cent of these children listed the following reasons for their behaviors:

- a. Children and teachers did not like them.
- b. Children picked at them.
- c. Did not like to go to school

- d. Wanted to stop school and go to work so as to earn money to buy clothes.

Implications.-- The outstanding implications of this study for the classroom teacher are that there is need for more research into problems of maladjustment in children, and therapeutic measures for retraining them. It has been said that, "There are today, in the classrooms of the United States, hundreds of potential rapists, thieves, and murders, and tens of thousands of half-effective citizens going quite unnoticed."¹ Therefore, every classroom teacher should be trained to detect emotional problems and maladjustment in school children, and if he or she cannot help them, they should be aware of some service to which referral might be made in order to prepare these children for citizens capable of meeting life's problems.

Maladjustment, today, is accounted for in terms of excessive deprivation, frustration, or insecurity which denies the child opportunity to fulfill the basic needs of his personality. It is believe that most behavior disorders are the result of limiting conditions in the environment of the individual. The use of aesthetic outlets to reduce strain and to give new value insights needs extensive experimental study. The role of socially useful activities by children in the formation of their character is equally needed. Both of these fields offer great promise of yield, if based on the cooperation of the psychiatric and educational workers.²

¹ Dougald S. Arbuckle, "Guidance: 7 Opportunities Neglected by Classroom Teachers", The Clearing House, No. 3, XXIII (November, 1948), p. 140.

² Daniel Alfred Prescott, op. cit., pp. 136-138.

Recommendations.-- The investigator makes the following recommendations:

1. That every teacher have some knowledge and understanding of the many tests and measures of ability, achievement, and personality used in clinical practice.¹
2. That every school provide guidance counselors equipped to give help to parents, teachers, and children.
3. That social agencies, churches, and community efforts of all kinds unite in studying ways to help families remain whole and train children.²
4. That the child's environment be adjusted to meet his needs.
5. That the child's experience be enriched and expanded.
6. That aid be given to help the child in the realization of worthy behavior goals.
7. That the child be stimulated to evolve new value concepts.
8. That the use of aesthetic outlets and socially-useful activities be used more extensively as therapeutic measures in retraining children.³

Conclusion.-- The success of this study was made possible by the principal of the school in which the study was made, by his active assistance, and leadership in the splendid cooperation of the teachers in the school; and by the fine cooperation of the parents and pupils, without whom it would have been impossible to collect the data used here.

The conclusion, that most of the undesirable behaviors of the children in this study is the results of emotional disturbances growing out of the child's relationship with other human

¹ Dougald S. Arbuckle, op. cit., p. 140.

² Anna W. M. Wolf, "Problem Parents", Reprint from Child Study, A Journal of Parent Education (Winter, 1946-47), p. 3.

³ Daniel Alfred Prescott, op. cit., p. 138

beings, points to the need of increased numbers of psychiatric counselors, and advisors. It is time we realize that the world's greatest problem today is a human problem, the problem of what is wrong with us, the problem of lives spoiled because of inability to stand the stresses that the modern world imposes. While we look ahead to the future for more and better psychiatric facilities and guidance counselors, there are things the classroom teacher can do today. She can use understanding and sympathy at every point where her life touches the lives of boys and girls.

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A P P E N D I X

CHECK LIST

SOCIO-ECONOMIC STATUS

Persons Living in Home of Child

Adults	Employed	Occupation	Children	No. in Elem. School Age		No. in High School Age	
				In School	Employed	In School	Employed
Father							
Mother							
Relatives							
Total							

Home Ownership

Head of Home	Means of Securing Home			
	Own	Buying	Rent	Rooms
Father				
Mother				
Others				

Structual Features and Location of Home

Types of Dwelling	Rooms in house	Windows and doors screened	Location: Urban, Rural
	(Check)		
Frame	Living	Yes ___	
Cement Blocks	Dining	No ___	
	Kitchen		
	No. of Bed rooms		
	Bath		
	No. of Porches		

Living Conditions of Home

Adults Sleeping in Rooms	Living	Dining	Kitchen	Parents Bed room	Boys Bed room	Girls Bed room
Father						
Mother						
Relative						
Children Sleeping in Rooms						
Boys						
Girls						
Attractive						
Unattractive						

Home Surrounding

Neatly Kept	Poultry and Animals	No.	Estimated distance of lots and Poultry Yards
Lawn			
Fruit Trees	Poultry		Hen Houses
Other Trees	Pigs		Hen Yards
Flowers	Cows		Lots
Garden			Pens

HEALTH OF FAMILY

Personal Care

Adults	Bathing Practices		Sleeping Practices
	Hot Water Baths	Cold Water Baths	Number of Hours
Father			
Mother			
Relatives			

Personal Care (cont'd)

Children	Bathing Practices		Sleeping Practices
	Hot Water Baths	Cold Water Baths	Number of Hours
Boys			
Girls			
Relatives			

Individual Articles Used

Adults	Towel Soap	Tooth-brush	Wash-basin	Drinking Cups	Comb and Brush
Father					
Mother					
Relatives					
Children					
Boys					
Girls					
Relatives					

Medical Care

Adults	Physical Examination	Dental Care	Kinds of Vaccinations	Health Kit
Father				
Mother				
Relatives				
Children				
Boys				
Girls				
Relatives				

Physical Defects

Adults	Eye Defects	Ear Defects	Bone Defects
Father			
Mother			
Relatives			

Physical Defects (cont'd)

Children	Eye Defects	Ear Defects	Bone Defects
Boys			
Girls			
Relatives			

EDUCATIONAL STATUS

Educational Status of Persons Living in the Home

Adults	Grade		Graduated				High School					
Father												
Mother												
Relatives												
Children	Elem. S. Age in School						High S. Age in School					
	1	2	3	4	5	6	7	8	9	10	11	12
Boys												
Girls												
Relatives												

Reading Material Available in the Home

Books		Magazines	Newspapers
Kinds:	No.	No.	No.

RECREATION

Musical Instruments

Adults	Piano	Phonograph	Radio	Other Instruments	
	Plays	Takes Lessons		Plays	Takes Lessons
Father					
Mother					
Relatives					

Musical Instruments (cont'd)

Children	Piano	Phonograph	Radio	Other Instruments	
	Plays	Takes Lessons		Plays	Takes Lessons
Boys					
Girls					
Relatives					

Outdoor Sports

Adults	Hunting	Fishing	Swimming	Ball Games
Father				
Mother				
Relatives				
Children				
Boys				
Girls				
Relatives				

RELIGION

Denomination Faith and Beliefs

Adults	Methodist	Baptist	Church of God
Father			
Mother			
Relatives			
Children			
Boys			
Girls			
Relatives			

EMOTIONAL ATTITUDES

Emotional Attitudes of Parents and Child (Favorable)

Adults	Patient	Controls Temper	Talkative	Controls by Talking
Father				

Emotional Attitudes of Parents and Child (Favorable)
(cont'd)

Adults	Patient	Controls Temper	Talkative	Controls by Talking
Mother				
Relatives				
Children				
Boys				
Girls				
Relatives				

Emotional Attitudes (Unfavorable)

Adults	Shy	Fights	Whips	Has Tantrums	Impatient
Father					
Mother					
Relatives					
Children					
Boys					
Girls					
Relatives					

SURVEY OF HOME CONDITIONS

Date of Observation _____

Name of Family _____

Address of Family _____

Name of Person Observing _____

CASE HISTORY

Case No. _____ City _____ State _____

Name _____ Grade _____ School _____

Birth Date _____ Sex _____

Father's Name _____ Address _____

Mother's Name _____ Address _____

Date _____

Examiner _____

School Progress

Intelligence Tests

Grade	Terms in	Date	Name of Test	Score	Mental Age	I. Q.
Kdgn.						
1						
2			Educational Tests			
3			Kind	Score	G. P.-	G. P. $\frac{1}{2}$
4			Reading			
5			Arithmetic			
6			Language			

Supplementary Tests

Kind	Score	Rating

Family History

Name	Age	Health	Occupation	Education
Father				
Mother				
Children	Married or Single			

Family History (cont'd)

Other Children Living	Below School	In School	Dead

Neighborhood and Economic Status

Health Habits

Eating Habits

Sleeping Habits

Eyes

Ears

Chicken-pox

Measles

Mumps

Whooping cough

Diphtheria

Others

Personality Description and Personality

Habits, Interests, and Abilities

Number of Schools Attended _____

Explanation of school attitudes, scholarship, attendance _____

Attitudes and Relationships

Family-Child _____

Towards school _____

Home Discipline _____

Interpretations _____

OTIS QUICK-SCORING MENTAL ABILITY TESTS

SCORES	
Nonv.	
Verbal	
Total	

By ARTHUR S. OTIS, PH.D.
Formerly Development Specialist with Advisory Board,
General Staff, United States War Department

ALPHA TEST: FORM A

For Grades 1-4

IQ.....


















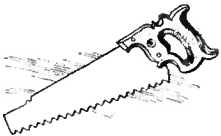

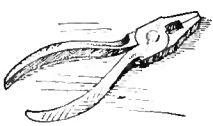
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Name.....Age.....Grade.....

Teacher.....Date.....19.....

School.....City.....

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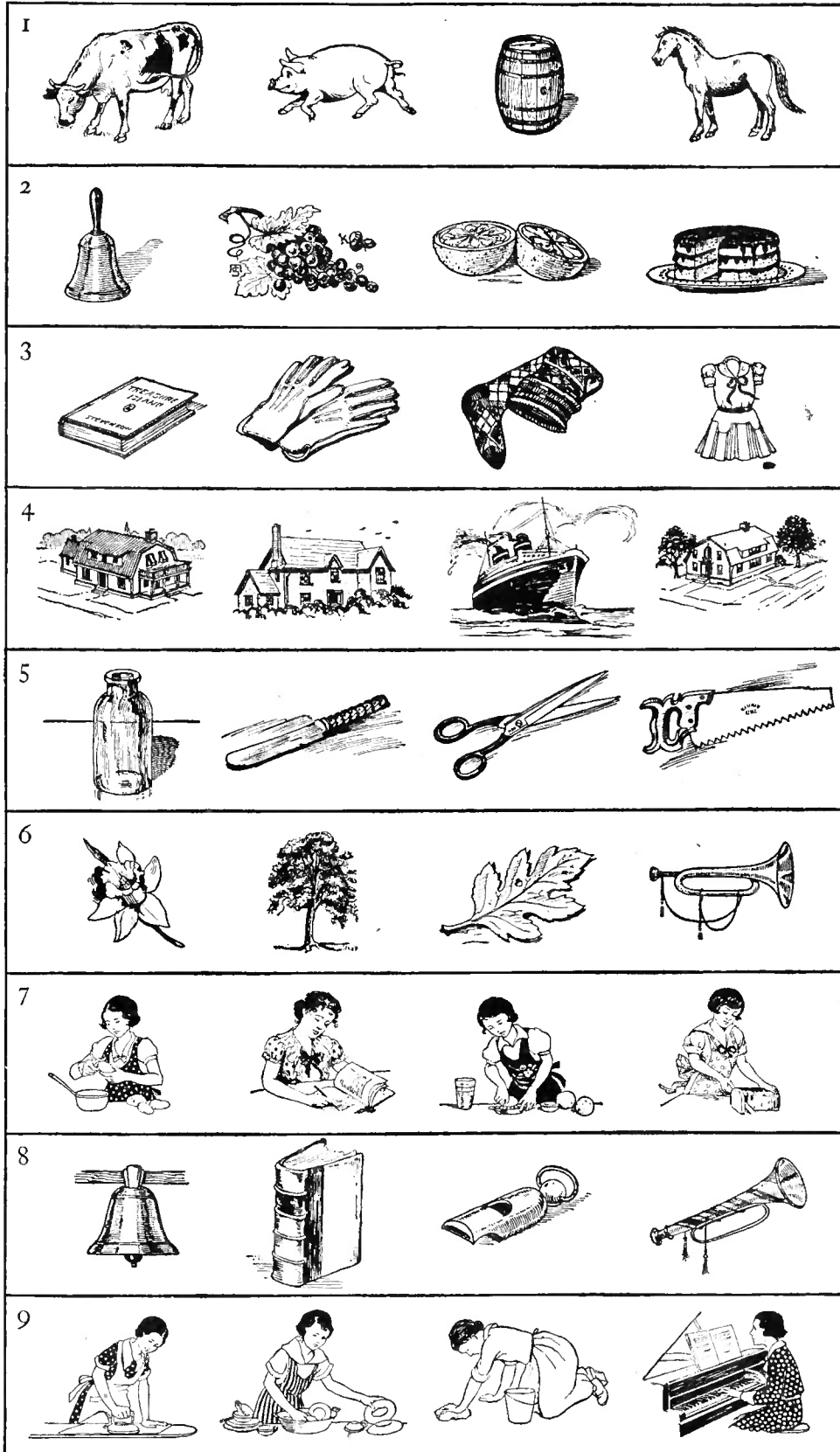
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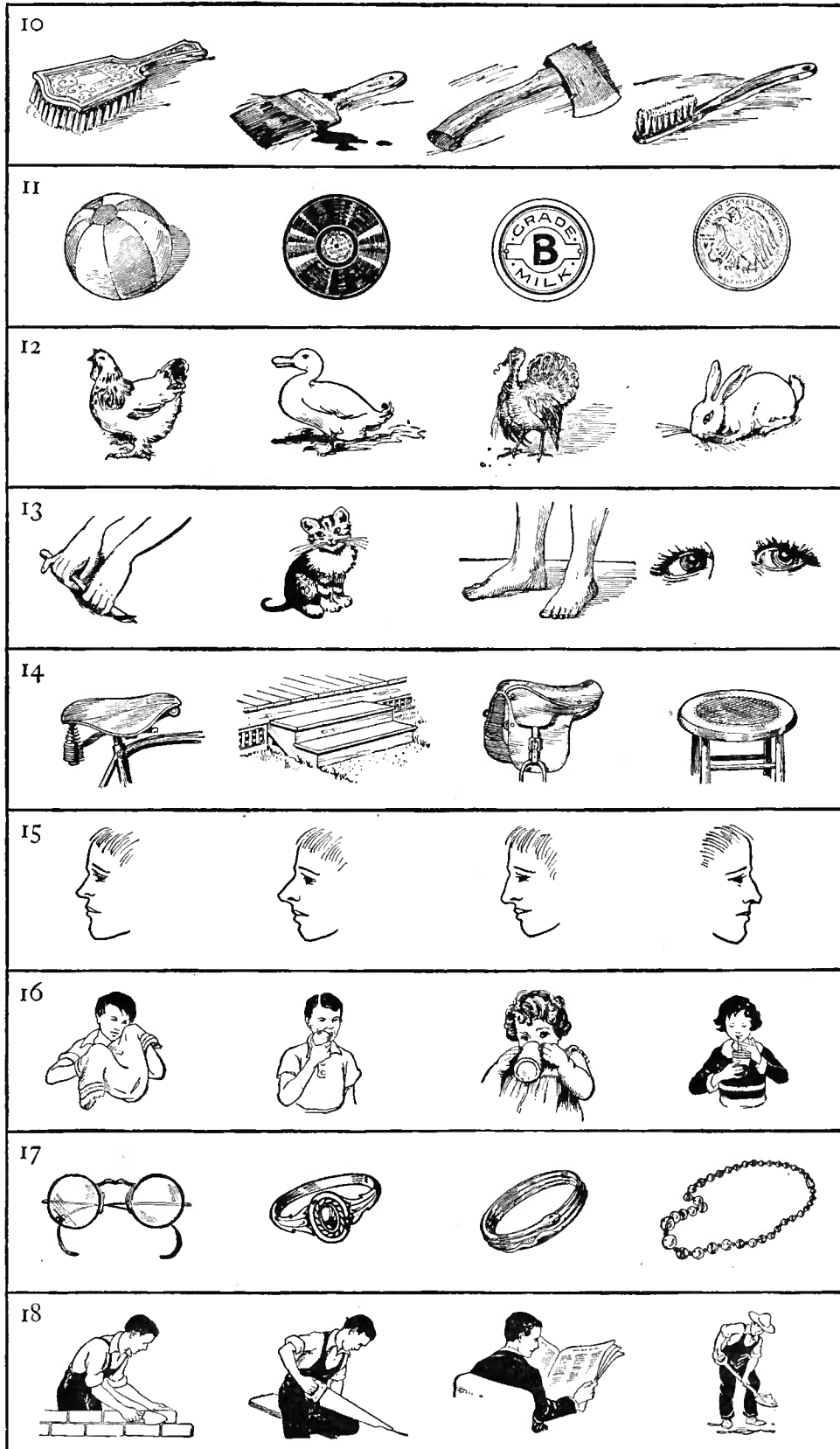
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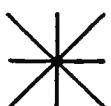










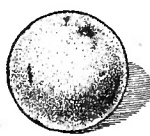

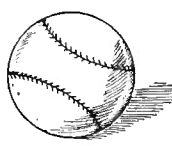
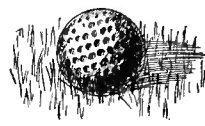








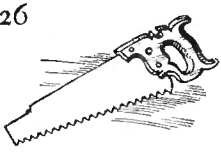
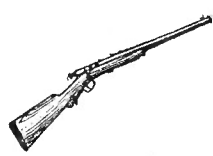
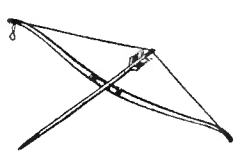
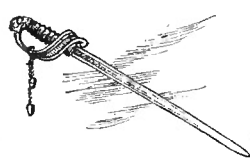




Otis Quick-Scoring: Alpha: A





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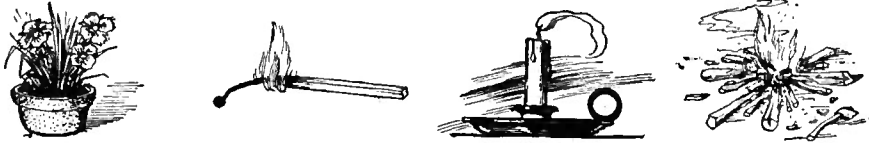
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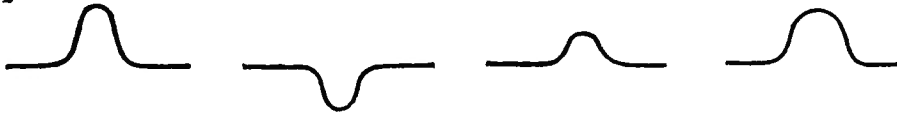
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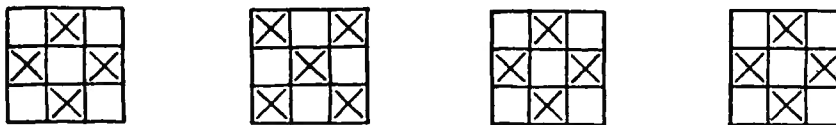
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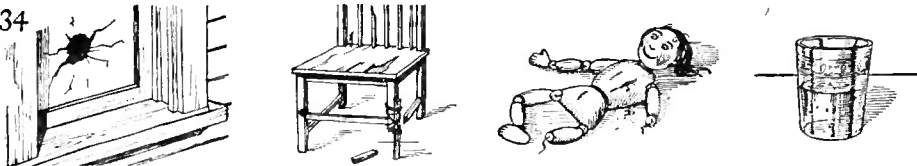
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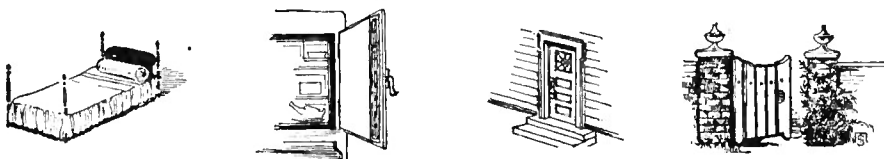
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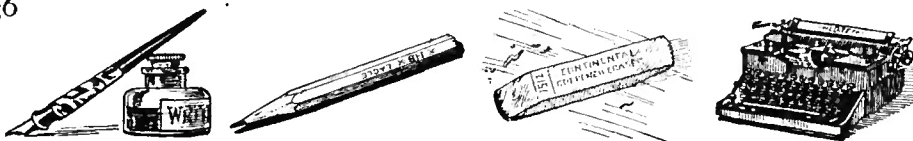
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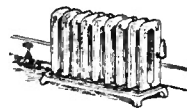
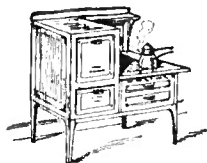
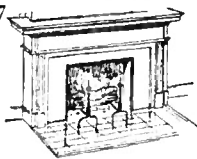
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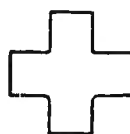
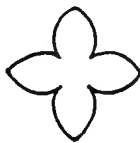
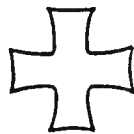
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Otis Quick-Scoring: Alpha: A

37



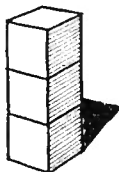
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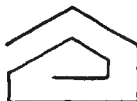
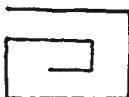
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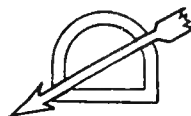
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Otis Quick-Scoring: Alpha: A

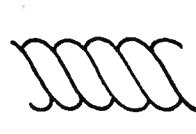
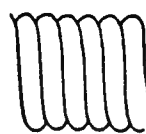
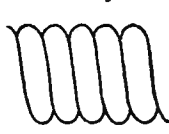
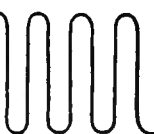
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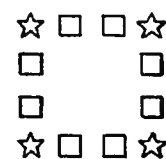
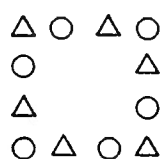
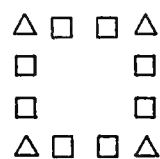
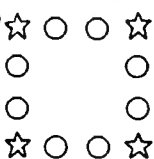
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$$\frac{4}{5} \frac{9}{9}$$

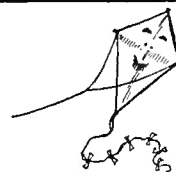
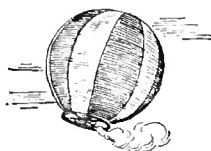
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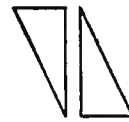
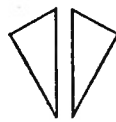
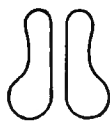
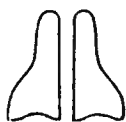
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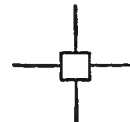
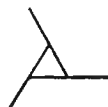
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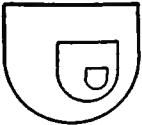
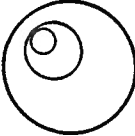
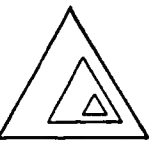
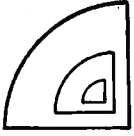








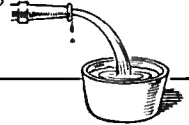
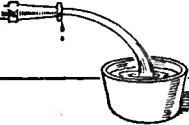
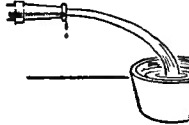
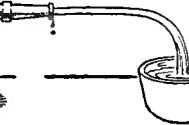




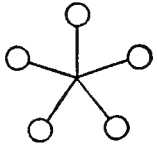
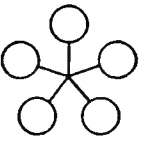
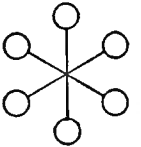
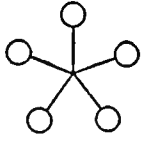
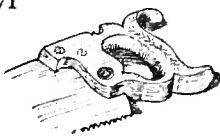
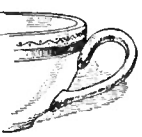
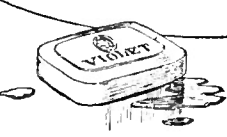
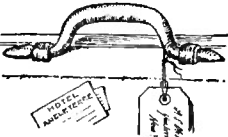
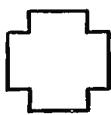


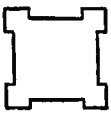


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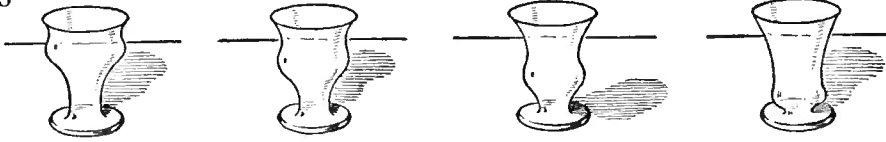


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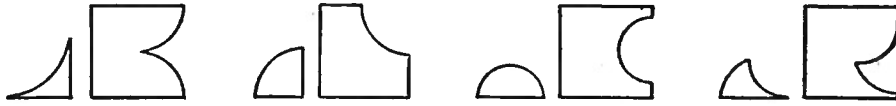
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Otis Quick-Scoring : Alpha : A

73



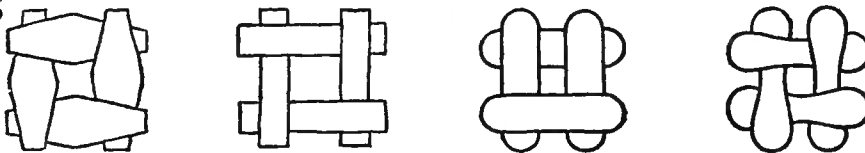
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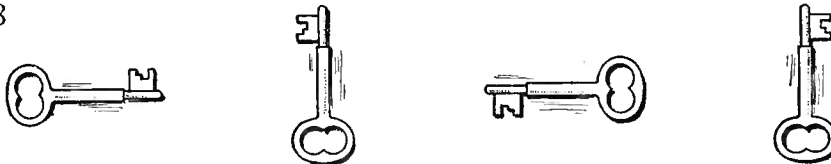
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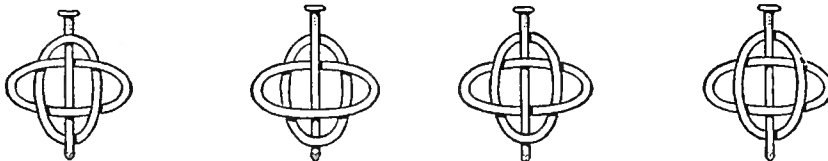
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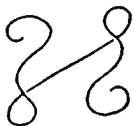

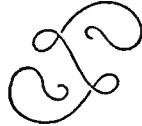
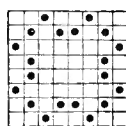
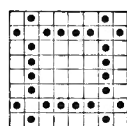
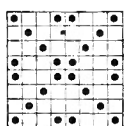
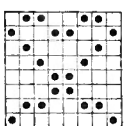





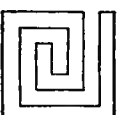
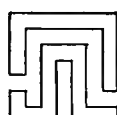
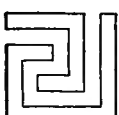
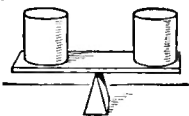
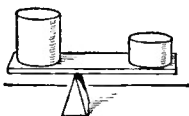

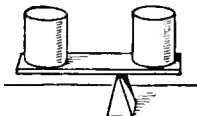
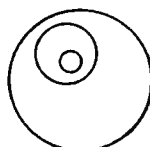
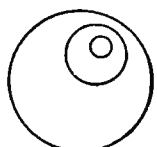
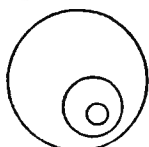
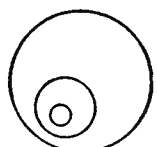
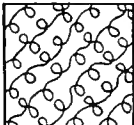
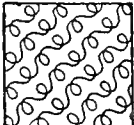
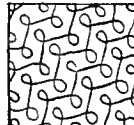
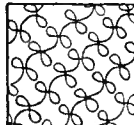

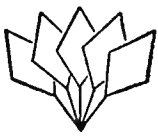
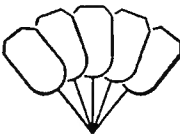
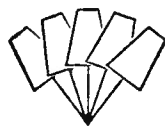
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3 6 9 12 15

2 5 8 11 14

1 4 7 10 13

2 4 6 8 10

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OTIS QUICK-SCORING MENTAL ABILITY TESTS

By ARTHUR S. OTIS, Ph.D.
Formerly Development Specialist with Advisory Board, General Staff, United States War Department

Beta
A

BETA TEST: FORM A

IQ.....

For Grades 4-9

Score.....

Read this page. Do what it tells you to do.

*Do not open this booklet, or turn it over, until you are told to do so.
Fill these blanks, giving your name, age, birthday, etc. Write plainly.*

Name..... Age last birthday years
First name, initial, and last name

Birthday..... Teacher..... Date..... 19.....
Month Day

Grade..... School..... City.....

This is a test to see how well you can think. It contains questions of different kinds. Here is a sample question already answered correctly. Notice how the question is answered:

Sample: Which one of the five things below is soft?
1 glass 2 stone 3 cotton 4 iron 5 ice..... ☐ ☐ ☒ ☐ ☐

The right answer, of course, is cotton; so the word cotton is underlined. And the word cotton is No. 3; so a heavy cross has been put in the 3d circle. This is the way you are to answer the questions.

Try this sample question yourself. Do not write the answer; just draw a line under it and then put a heavy cross in the right circle.

Sample: A robin is a kind of —
1 plant 2 bird 3 worm 4 fish 5 flower..... ☐ ☐ ☐ ☐ ☐

The answer is bird; so you should have drawn a line under the word bird and put a heavy cross in the 2d circle. Try this one:

Sample: Which one of the five numbers below is larger than 55?
1 53 2 48 3 29 4 57 5 16..... ☐ ☐ ☐ ☐ ☐

The answer, of course, is 57; so you should have drawn a line under 57 and put a heavy cross in the 4th circle.

The test contains 80 questions. You are not expected to be able to answer all of them, but do the best you can. You will be allowed half an hour after the examiner tells you to begin. Try to get as many right as possible. Be careful not to go so fast that you make mistakes. Do not spend too much time on any one question. No questions about the test will be answered by the examiner after the test begins. Lay your pencil down.

Do not turn this booklet until you are told to begin.

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Examination begins here.

Page 1













- Which one of the five things below does not belong with the others?
1 potato 2 turnip 3 carrot 4 stone 5 onion.....
- Which one of the five answers below tells best what a sword is?
1 to cut 2 a weapon 3 an officer 4 a tool 5 to fight.....
- Which one of the five words below means the opposite of north?
1 east 2 star 3 south 4 pole 5 equator.....
- The peeling is to a banana and the husk is to an ear of corn the same as a shell is to what?
1 an apple 2 an egg 3 juice 4 a peach 5 a hen.....
- A child who knows he is guilty of doing wrong should feel —
1 bad 2 sick 3 better 4 afraid 5 ashamed.....
- Which one of the five things below is the largest?
1 knee 2 toe 3 leg 4 ankle 5 foot.....
- Which one of the five words means the opposite of strong?
1 man 2 weak 3 small 4 short 5 thin.....
- Three of the four designs at the right are alike. Which one is not like the other three?
1 2 3 4
- Which one of the five things below is most like these three: a chair, a bed, and a stove?
1 a chimney 2 a stick 3 a window 4 a table 5 a floor.....
- A knee is to a leg as an elbow is to what?
1 an arm 2 a shoulder 3 a bone 4 a wrist 5 a hand.....
- Which word means the opposite of joy?
1 sickness 2 bad 3 happiness 4 sorrow 5 cry.....
- If I find a kind of plant that was never seen before, I have made —
1 an invention 2 an adoption 3 a creation 4 a novelty 5 a discovery..
- A sculptor is to a statue as an author is to a —
1 book 2 man 3 name 4 bookcase 5 pen.....
- At 3 cents each, how many pencils can be bought for 27 cents?
1 27 2 81 3 3 4 9 5 30.....
- Three of the four designs at the right are alike. Which one is not like the other three?
1 2 3 4
- Which is the most important reason that words in the dictionary are arranged alphabetically?
1 It is the simplest arrangement. 2 It puts the shortest words first.
3 It enables us to find any word quickly. 4 It is a custom. 5 The printing is easier.
- Which one of the five things below is most like these three: a saw, a hammer, and a file?
1 a bottle 2 a pen 3 a screw driver 4 a fork 5 a carpenter.....
- If the following words were arranged in order, which word would be in the middle?
1 luncheon 2 dress 3 undress 4 supper 5 breakfast.....
- The saying, "Don't count your chickens before they are hatched," means —
1 Don't hurry. 2 Don't be too sure of the future. 3 Haste makes waste.
4 Don't gamble. 5 Don't raise chickens.....
- Three of the four designs at the right are alike. Which one is not like the other three?
1 2 3 4
- A boy who often tells big stories about what he can do is said to —
1 lie 2 fake 3 cheat 4 joke 5 brag.....
- Which tells best just what a colt is?
1 an animal with hoofs 2 an awkward little beast 3 an animal that runs fast
4 a young horse 5 a little animal that eats hay.....

(Go right on to Page 2.)

Page 2

- Which of the five things below is most like these three: a horse, a pigeon, and a cricket?
1 a stall 2 a saddle 3 a feather 4 a goat 5 a wing
- Railroad tracks are to a locomotive as what is to an automobile?
1 tires 2 steam 3 speed 4 the road 5 gasoline
- Which word means the opposite of pretty?
1 good 2 ugly 3 bad 4 crooked 5 nice...
- Which one of the words below would come first in the dictionary?
1 tramp 2 saint 3 razor 4 quart 5 grass....
- An event which is sure to happen is said to be —
1 probable 2 possible 3 doubtful 4 certain 5 delayed
- One number is wrong in the following series. What should that number be? 7 1 7 2 7 3 7 4 7 5 7 6 7 8
1 7 2 6 3 8 4 4 5 5.....
- Which of these series contains a wrong number?
1 3-6-9-12-15 2 2-5-8-11-14 3 1-4-7-10-12
4 2-4-6-8-10 5 1-3-5-7-9.....
- Which one of the five things below is most like these three: a ship, a bicycle, and a truck?
1 a sail 2 a wheel 3 a train 4 the ocean 5 a tire
- Which statement tells best just what a hallway is?
1 a small room 2 a place to hang your hat and coat
3 it is long and narrow 4 where to say good-by
5 a passage leading from one room to another.....
- Steam is to water as water is to —
1 hot 2 ice 3 an engine 4 a solid 5 gas..
- Which one of these words would come last in the dictionary?
1 health 2 juggle 3 normal 4 never 5 grateful
- If George is taller than Frank and Frank is taller than James, then George is (?) James. 1 taller than
2 shorter than 3 just as tall as 4 (cannot say which)
- A man who betrays his country is called a —
1 thief 2 traitor 3 enemy 4 coward 5 slacker
- Count each 7 below that has a 5 next after it.
7 5 3 0 9 7 3 5 8 7 7 4 2 1 7 5 7 3 2 4 7 0 9 3 7 5 5 7 2 5 7 7 5 4 7 1
How many such 7's did you count?
1 11 2 2 3 3 4 4 5 12.....
- The daughter of my mother's brother is my —
1 sister 2 niece 3 cousin 4 aunt 5 granddaughter
- Peace is to war as (?) is to confusion.
1 explosion 2 order 3 armistice 4 riot 5 police
- If Paul is older than Herbert and Paul is younger than Robert, then Robert is (?) Herbert. 1 older than
2 younger than 3 just as old as 4 (cannot say which)
- If the following words were arranged in order, with what letter would the middle word begin?
Week Year Hour Second Day Month Minute
1 W 2 S 3 H 4 D 5 M.....

(Go right on to Page 3.)

59. If the words below were rearranged to make a good sentence, the third word of the sentence would begin with what letter? men high the a wall built stone
1 m 2 b 3 h 4 w 5 s.....
60. Three of the four designs at the right are alike. Which one is not like the other three?
1  2  3  4 
61. There is a saying, "Any port in a storm." This means —
1 Ships should not venture out to sea in storms. 2 Stormy weather causes large waves in harbors.
3 In emergencies any aid is acceptable. 4 Ships usually sink in storms.....
62. Which one of the five things below is most like these three: cannon ball, wire, and penny?
1 dollar bill 2 bone 3 string 4 pencil 5 key
63. Three of the four designs at the right are alike. Which one is not like the other three?
1  2  3  4 
64. There is a saying, "Don't look a gift horse in the mouth." This means —
1 It is not safe to look into the mouth of a horse. 2 You cannot judge the age of a gift horse by his teeth.
3 Don't accept a horse as a gift. 4 Although you question the value of a gift, accept it graciously.
65. A boy is to a man as (?) is to a sheep.
1 wool 2 a lamb 3 a goat 4 a shepherd 5 a dog
66. If the following words were arranged to make a good sentence, with what letter would the last word of the sentence begin? usually are of made tables wood 1 w 2 d 3 a 4 t 5 m....
67. An agreement reached in which both sides yield somewhat in their demands is called —
1 a promise 2 a compromise 3 an understanding 4 a deadlock 5 an armistice.....
68. Three of the four designs at the right are alike. Which one is not like the other three?
1  2  3  4 
69. What is the letter that follows the letter that comes next after M in the alphabet?
1 L 2 M 3 N 4 O 5 P
70. One number is wrong in the following series: 1 2 4 8 24 32 64 What should that number be?
1 6 2 12 3 3 4 16 5 48.....
71. If I have a large box with two small boxes in it and five very small boxes in each small box, how many boxes are there in all? 1 eight 2 seven 3 ten 4 twelve 5 thirteen
72. There is a saying, "An ounce of practice is worth a pound of preaching." This means —
1 Don't preach. 2 Deeds count more than words. 3 Preaching takes practice. 4 Don't practice.
73. If a photograph that is 2 inches wide and 3 inches long is enlarged to be 10 inches wide, how many inches long will it be? 1 11 2 12 3 15 4 20 5 30.....
74. One number is wrong in this series: 1 2 4 5 7 8 10 11 12 14 What should that number be?
1 9 2 6 3 3 4 13 5 16.....
75. When the time by a clock was 8 minutes past 10, the hands were interchanged. The clock then said about —
1 10 min. past 8 2 8 min. past 10 3 8 min. of 2 4 8 min. of 10 5 8 min. past 2.....
76. A car owner uses a mixture in his radiator containing 1 quart of alcohol to every 2 quarts of water. How many quarts of alcohol are needed for 15 quarts of the mixture? 1 7½ 2 ¾ 3 14 4 30 5 5
77. What letter in the following series appears a third time nearest the beginning?
A E C B A D D E C F B C D A E E B D 1 A 2 B 3 C 4 D 5 E
78. In a foreign language
pira numa bega means *very deep snow*; *pira seco* means *white snow*; *numa copa* means *very well*.
What word means deep? 1 pira 2 numa 3 bega 4 copa 5 seco
79. Which of the five words below does not belong with the others?
1 brave 2 clever 3 honest 4 generous 5 loyal.....
80. A boy is now three times as old as his sister. In 4 years he will be only twice as old. How many years old is his sister? 1 1 2 2 3 3 4 4 5 5.....

41. A quantity which grows larger is said to —
1 prosper 2 increase 3 fatten 4 rise 5 burst
42. A bicycle is to a motorcycle as a wagon is to what?
1 an engine 2 an automobile 3 a horse 4 slower
5 an airplane
43. Which of the five things below is most like these three: a tent, a flag, and a sail?
1 a shoe 2 a ship 3 a staff 4 a towel 5 a rope..
44. What is the most important reason that we use clocks?
1 To wake us up in the morning. 2 To help us catch trains.
3 To regulate our daily lives. 4 They are ornamental.
5 So that children will get to school on time.
45. If the following words were rearranged to make a good sentence, with what letter would the third word of the sentence begin? houses stone built of men wood and
1 h 2 s 3 b 4 m 5 w.....
46. Which of these expressions is the most definite?
1 soon 2 early 3 later 4 morning 5 ten A.M.
47. A vase is to flowers as (?) is to milk.
1 a cow 2 a pitcher 3 white 4 drink 5 cream
48. A lamp is to a light as (?) is to a breeze.
1 a fan 2 bright 3 a sailboat 4 a window 5 blow
49. If the following words were arranged in order, which word would be in the middle?
1 good 2 excellent 3 wretched 4 fair 5 poor
50. If Henry is taller than Tom and Henry is shorter than George, then George is (?) Tom. 1 taller than 2 shorter than
3 just as tall as 4 (cannot say which)
51. A king is to a kingdom as a president is to what? 1 queen
2 vice-president 3 senate 4 republic 5 democrat
52. John is the fifth child from each end of a row. How many pupils are there in a row?
1 ten 2 eleven 3 seven 4 nine 5 five.....
53. Which tells best what an automobile is? 1 a thing with tires
2 something to travel in 3 an engine mounted on wheels
4 a horseless carriage 5 a vehicle propelled by an engine
54. Brick is to a wall as (?) is to a table.
1 a chair 2 red 3 eat 4 a kitchen 5 wood
55. A wire is to electricity as (?) is to gas.
1 a flame 2 a spark 3 hot 4 a pipe 5 a stove
56. An object or institution that is designed to last only a short time is said to be — 1 temporary 2 changeable
3 unsound 4 worthless 5 unstable.....
57. Which word means the opposite of humility?
1 joy 2 pride 3 dry 4 funny 5 recklessness
58. A word that means suitable, fit, or proper is —
1 grotesque 2 odd 3 inadequate 4 superfluous
5 appropriate.....

HAGGERTY-OLSON-WICKMAN BEHAVIOR RATING SCHEDULES

By M. E. HAGGERTY, PH.D.

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SCHEDULE A: BEHAVIOR PROBLEM RECORD

Score_____

Name_____School_____

Rating by_____Date_____, 19____Grade_____

DIRECTIONS FOR USING

Schedule A

Below is a list of behavior problems sometimes found in children. Put a cross (X) in the appropriate column after each item to designate how frequently such behavior has occurred in your experience with this child. A cross should appear in some column after each item. The numbers are to be disregarded in making your record. They are for use in scoring.

BEHAVIOR PROBLEM	FREQUENCY OF OCCURRENCE				SCORE
	Has never occurred	Has occurred once or twice but no more	Occasional occurrence	Frequent occurrence	
Disinterest in School Work	0	4	6	7	
Cheating	0	4	6	7	
Unnecessary Tardiness	0	4	6	7	
Lying	0	4	6	7	
Defiance to Discipline	0	4	6	7	
Marked Overactivity	0	8	12	14	
Unpopular with Children	0	8	12	14	
Temper Outbursts	0	8	12	14	
Bullying	0	8	12	14	
Speech Difficulties	0	8	12	14	
Imaginative Lying	0	12	18	21	
Sex Offenses	0	12	18	21	
Stealing	0	12	18	21	
Truancy	0	12	18	21	
Obscene Notes, Talk, or Pictures	0	12	18	21	

Directions for scoring. Transfer the numbers you have marked for the different items to the right-hand column, headed "Score." Add the numbers to secure the total score, and record the total in the upper right-hand corner of this sheet.

SCHEDULE B: BEHAVIOR RATING SCALE

Score

Name _____

Division I _____

School _____ Grade _____

Division II _____

Rating by _____ Date _____, 19____

Division III _____

Division IV _____

Total _____

DIRECTIONS FOR USING

Schedule B

- Do not consult anyone in making your judgments.
- In rating a person on a particular trait, disregard every other trait but that one. Many ratings are rendered valueless because the rater allows himself to be influenced by a general favorable or unfavorable impression that he has formed of the person.
- When you have satisfied yourself as to the standing of this person in the trait on which you are rating him, indicate your rating by placing a cross (X) immediately above the most appropriate descriptive phrase.
- If you are rating a child, try to make your ratings by comparing him with children of his own age.
- The masculine pronoun (he) has been used throughout for convenience. It applies whether the person whom you are rating is male or female.
- In making your ratings, disregard the small numbers which appear below the descriptive phrases. They are for use in scoring.

DIVISION I

Score

1. How intelligent is he?

Feeble-minded (5)	Dull (4)	Equal of average child on street (3)	Bright (2)	Brilliant (1)
----------------------	-------------	---	---------------	------------------

2. Is he abstracted or wide awake?

Continually absorbed in himself (5)	Frequently becomes abstracted (4)	Usually present-minded (2)	Wide-awake (1)	Keenly alive and alert (3)
--	--------------------------------------	-------------------------------	-------------------	-------------------------------

3. Is his attention sustained?

Distracted: Jumps rapidly from one thing to another (5)	Difficult to keep at task until completed (4)	Attends adequately (3)	Is absorbed in what he does (1)	Able to hold attention for long periods (2)
--	--	---------------------------	------------------------------------	--

4. Is he slow or quick in thinking?

Extremely slow (5)	Sluggish, Plodding (4)	Thinks with ordinary speed (2)	Agile-minded (1)	Exceedingly rapid (3)
-----------------------	---------------------------	-----------------------------------	---------------------	--------------------------

5. Is he slovenly or careful in his thinking?

Very slovenly and illogical (5)	Inexact, A dabbler (4)	Moderately careful (2)	Consistent and logical (1)	Precise (3)
------------------------------------	---------------------------	---------------------------	-------------------------------	----------------

6. Is he mentally lazy or active?

Interests lazy and inert (5)	Lethargic, Idles along (3)	Is ordinarily active (2)	Eager (1)	Shows hyperactivity (4)
---------------------------------	-------------------------------	-----------------------------	--------------	----------------------------

7. Is he indifferent or does he take interest in things?

Is indifferent, Unconcerned (5)	Uninquisitive, Rarely interested (4)	Displays usual curiosity and interest (1)	Interests are easily aroused (2)	Has consuming interest in almost everything (3)
------------------------------------	---	--	-------------------------------------	--

[3]

Total, Division I _____

DIVISION II

8. Is he slovenly or neat in personal appearance?

Unkempt, Very slovenly (5)	Rather negligent (4)	Inconspicuous (2)	Is concerned about dress (1)	Fastidious, Foppish (3)
-------------------------------	-------------------------	----------------------	---------------------------------	----------------------------

9. How does he impress people with his physique and bearing?

Repulsive (5)	Makes an unfavorable impression (4)	Generally unnoticed physique and bearing (3)	Makes a favorable impression (2)	Excites admiration (1)
------------------	--	---	-------------------------------------	---------------------------

10. Can he compete with others on a physical basis?

Weak and handicapped (5)	Has some physical difficulties (3)	Can hold his own (2)	Is stronger than most (1)	Has exceptional strength (4)
-----------------------------	---------------------------------------	-------------------------	------------------------------	---------------------------------

11. What is his physical output of energy?

Extremely sluggish (5)	Slow in action (3)	Moves with required speed (2)	Energetic, Vivacious (1)	Over-active, Hyperkinetic, Meddling (4)
---------------------------	-----------------------	----------------------------------	-----------------------------	--

12. Is he easily fatigued?

Shows quick exhaustion (4)	Does not have ordinary endurance (3)	Endures satisfactorily (1)	Rarely shows fatigue (2)	Unusually vigorous and robust (5)
-------------------------------	---	-------------------------------	-----------------------------	--------------------------------------

13. How does he impress you with regard to masculine or feminine traits?

(NOTE. If subject is male, rate on first line; if female, use second line.)

Is a "sissy" (5)	Slightly effeminate (3)	Has average boy qualities (1)	Very masculine (2)	Entirely masculine, A "buck" (4)
---------------------	----------------------------	----------------------------------	-----------------------	-------------------------------------

A "tomboy" (5)	Somewhat boyish (4)	Has average girl qualities (2)	Quite feminine (1)	A "coquette," "Clinging vine" (3)
-------------------	------------------------	-----------------------------------	-----------------------	--------------------------------------

14. Does he lack nerve, or is he courageous?

White-livered, Fearful (4)	Gets "cold feet" (3)	Will take reasonable chances (1)	Resolute (2)	Daredevil (5)
-------------------------------	-------------------------	-------------------------------------	-----------------	------------------

[4]

Total, Division II _____

DIVISION III

15. Is he quiet or talkative?

Score

Speaks very rarely (3)	Usually quiet (1)	Upholds his end of talk (2)	Talks more than his share (4)	Jabbers (5)
---------------------------	----------------------	--------------------------------	----------------------------------	----------------

16. Is his behavior (honesty, morals, etc.) generally acceptable to ordinary social standards?

Unacceptable, Extreme violations (5)	Occasional violations (4)	Ordinarily acceptable (3)	Always acceptable (1)	Bends backward, Very rigid standards (2)
---	------------------------------	------------------------------	--------------------------	---

17. What are his social habits?

Lives almost entirely to himself (4)	Follows few social activities (3)	Pursues usual social activities and customs (1)	Actively seeks social pleasures (2)	Prefers social activities to all else (5)
---	--------------------------------------	--	--	--

18. Is he shy or bold in social relationships?

Painfully self-conscious (4)	Timid, Frequently embarrassed (2)	Self-conscious on occasions (1)	Confident in himself (3)	Bold, Insensitive to social feelings (5)
---------------------------------	--------------------------------------	------------------------------------	-----------------------------	---

19. Is his personality attractive?

Repulsive (5)	Disagreeable (4)	Unnoticed, Colorless (3)	Colorful (2)	Magnetic (1)
------------------	---------------------	-----------------------------	-----------------	-----------------

20. How does he accept authority?

Defiant (5)	Critical of authority (4)	Ordinarily obedient (3)	Respectful, Complies by habit (1)	Entirely resigned, Accepts all authority (2)
----------------	------------------------------	----------------------------	--------------------------------------	---

21. How flexible is he?

Stubborn, Hidebound, Nonconformist (5)	Slow to accept new customs and methods (3)	Conforms willingly as necessity arises (2)	Quick to accept new customs and methods (1)	Easily persuaded, Flaccid, Unstable (4)
---	---	---	--	--

22. Is he rude or courteous?

Rude, Insulting, Insolent (5)	Sometimes unmannerly, Saucy (4)	Observes general conventions of civility and respect (3)	Courteous, Gracious (1)	Elegant (2)
----------------------------------	------------------------------------	---	----------------------------	----------------

23. Does he give in to others or does he assert himself?

Never asserts self, Servile (5)	Generally yields (4)	Holds his own, Yields when necessary (1)	Assertive (2)	Insistent, Obstinate (3)
------------------------------------	-------------------------	---	------------------	-----------------------------

24. What tendency has he to criticize others?

Never criticizes (3)	Rarely criticizes (1)	Comments on outstanding weaknesses or faults (2)	Has a critical attitude (4)	Extremely critical, Rarely approves (5)
-------------------------	--------------------------	---	--------------------------------	--

Total, Division III

DIVISION IV

25. Is he even-tempered or moody?

Score

Stolid, Rare changes of mood (3)	Generally very even-tempered (1)	Is happy or depressed as conditions warrant (2)	Strong and frequent changes of mood (4)	Has periods of extreme elations or depressions (5)
-------------------------------------	-------------------------------------	--	--	---

26. Is he easily discouraged or is he persistent?

Melts before slight obstacles or objections (5)	Gives up before adequate trial (3)	Gives everything a fair trial (1)	Persists until convinced of mistake (2)	Never gives in, Obstinate (4)
--	---------------------------------------	--------------------------------------	--	----------------------------------

27. Is he generally depressed or cheerful?

Dejected, Melancholic, In the dumps (3)	Generally dispirited (4)	Usually in-good humor (1)	Cheerful, Animated, Chirping (2)	Hilarious (5)
--	-----------------------------	------------------------------	-------------------------------------	------------------

28. Is he sympathetic?

Inimical, Aggravating, Cruel (5)	Unsympathetic, Disobliging, Cold (4)	Ordinarily friendly and cordial (2)	Sympathetic, Warm-hearted (1)	Very affectionate (3)
-------------------------------------	---	--	----------------------------------	--------------------------

29. How does he react to frustrations or to unpleasant situations?

Very submissive, Long-suffering (3)	Tolerant, Rarely blows up (2)	Generally self-controlled (1)	Impatient (4)	Easily irritated, Hot-headed, Explosive (5)
--	----------------------------------	----------------------------------	------------------	--

30. Does he worry or is he easy-going?

Constantly worrying about something, Has many anxieties (4)	Apprehensive, Often worries unduly (2)	Does not worry without cause (1)	Easy-going (3)	Entirely care free, Never worries, Light-hearted (5)
--	---	-------------------------------------	-------------------	---

31. How does he react to examination or to discussion of himself or his problems?

Refuses flatly to cooperate (5)	Volunteers nothing, Must be pumped (3)	Conservatively cooperative (2)	Quite willing to cooperate (1)	Entirely uninhibited, Tells everything, Enjoys it (4)
------------------------------------	---	-----------------------------------	-----------------------------------	--

32. Is he suspicious or trustful?

Very suspicious, Distrustful (5)	Has to be assured (3)	Generally unsuspicious and trustful (1)	Somewhat gullible (2)	Accepts everything without question (4)
-------------------------------------	--------------------------	--	--------------------------	--

33. Is he emotionally calm or excitable?

No emotional responses, Apathetic, Stuporous (4)	Emotions are slowly aroused (2)	Responds quite normally (1)	Is easily aroused (3)	Extreme reactions, Hysterical, High-strung (5)
---	------------------------------------	--------------------------------	--------------------------	---

34. Is he negativistic or suggestible?

Negativistic, Contrary (5)	Complies slowly (4)	Is generally open-minded (1)	Rather easily persuaded (2)	Follows any suggestion (3)
-------------------------------	------------------------	---------------------------------	--------------------------------	-------------------------------

35. Does he act impulsively or cautiously?

Impulsive, Bolts, Acts on the spur of the moment (5)	Frequently unreflective and imprudent (4)	Acts with reasonable care (2)	Deliberate (1)	Very cautious and calculating (3)
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Total, Division IV

STANFORD ACHIEVEMENT TEST

By TRUMAN L. KELLEY, GILES M. RUCH, and LEWIS M. Terman

PRIMARY BATTERY: FORM D

Prim.
D

Name.....Age.....Grade.....

Boy or girl.....Name of school.....

City.....State.....Date.....

TEST	SCORE	AGE EQUIVALENT	GRADE EQUIVALENT
1			
2			
Aver. 1 & 2			
3			
4			
5			
Aver. 4 & 5			
Total Score ÷ 5			

Test 1 READING Par.mean.	Test 2 READING Wd.mean	Test 3 SPELL- ING	Test 4 ARITHMETIC Reason	Test 5 ARITHMETIC Comp.	TOTAL SCORE ÷ 5	NORMS AGE GRADE EQUIV. EQUIV.	
60					60	12-0	70
						11-10	68
						11-7	66
						11-5	64
						11-3	62
						11-0	60
55					55	10-11	59
						10-10	58
						10-8	56
						10-6	55
						10-5	54
50					50	10-3	52
						10-2	51
						10-0	50
						9-11	49
45					45	9-9	48
						9-8	47
						9-7	46
						9-6	45
						9-5	44
						9-3	43
40					40	9-2	42
						9-1	41
						9-0	40
						8-11	39
35					35	8-9	38
						8-8	37
						8-7	36
						8-6	35
						8-5	34
						8-4	34
30					30	8-3	33
						8-3	32
						8-2	31
						8-1	30
25					25	8-0	30
						7-11	29
						7-10	29
						7-9	28
						7-9	27
						7-8	26
20					20	7-7	26
						7-6	25
						7-5	24
						7-4	24
						7-3	23
15					15	7-2	22
						7-2	22
						7-1	21
						7-0	20
						6-11	19
10					10	6-10	19
						6-9	18
						6-8	17
						6-8	17
						6-7	16
5					5	6-6	15
						6-5	14
						6-4	13
						6-3	13
						6-2	12
0					0	6-2	11

* Values below this point are extrapolated.

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DIRECTIONS. Write JUST ONE WORD on each line.

SAMPLE.

My name is Pussy.

I catch mice.

I say "Mew, mew."

I am a

¹ I have a pet.

He wags his tail.

He says "Bow-wow."

He is a

² I am red, white, and blue.

I have thirteen stripes.

I have forty-eight stars.

I am a

³ I live in a glass bowl.

It is almost full of water.

I can swim fast.

I am a

⁴ Tom's dog is named Buster.

Tom and Buster ran a race.

The dog ran faster than Tom.

..... won the race.

⁵ Mary's dog lay under a tree.

He breathed very fast.

Water dripped from his tongue.

It was a very day.

Go right on to Numbers 6-8.

⁶⁻⁷⁻⁸ John could not go fishing.

Some boys came and begged him to go to the river and fish with them.

..... mother had gone to town, so he could not ask her.

He went with the but fell into the and was nearly drowned.

⁹⁻¹⁰⁻¹¹ Tom's cat had five kittens; so Tom decided to take one of them from its and give it to Ann.

Tom went into the barn to get the but came out quickly with three long scratches on his arm.

The mother cat had let him know that she wanted all her

¹²⁻¹³ A mother bird was picking worms out of the ground.

Instead of eating them herself, she carried them to her to feed to her

¹⁴⁻¹⁵ It was a lovely sunny morning.

Bobby and Betty were happy as they piled baskets of good things to eat into the car.

..... were going on a

¹⁶ You can often find shells along the edges of rivers and lakes.

An even better place to pick up is at the seashore.

Go right on to the next page.

¹⁷ Alice cried and cried because she thought she had lost her doll. But she smiled again when she saw good old Rover coming through the gate with the in his mouth.

¹⁸ When spring comes, the children run and shout for joy. The birds sing and the flowers peep out of the ground. All the world is happy because it is again.

¹⁹⁻²⁰ Alice was very sick. The pupils at school wrote her a letter. "Dear Alice," they said, "We hope you will soon be enough to come back to"

²¹ The children went to the circus. They saw elephants and camels and many other animals. There were many clowns and lots of popcorn and peanuts. The children said that they wished a would come every day.

²²⁻²³ Once there was a boy who liked to earn money. He lived in a pretty little house with a garden in which he raised carrots. Every day he took some of the to the market to

²⁴⁻²⁵ Mrs. White was ironing when the telephone rang. She put down the electric iron and went to answer the call. She forgot to turn off the electricity and the iron got so that it a hole in the ironing-board cloth.

²⁶⁻²⁷ Donald has a nice new suit and hat, and a pair of red and green to keep his hands

²⁸ There are three kinds of bees in a hive: the queen bee, the worker bees, and the drones. The queen bee is the mother who lays the eggs. The busy workers gather honey. The do not do any work at all.

²⁹ Once upon a time there was an English nobleman by the name of the Earl of Sandwich. He always ate his meat between two pieces of bread. That is how the that we eat today got their name.

³⁰⁻³¹ Ben and Kate had for a pet a white mouse called Mickey. The children were very fond of Mickey and took him on their vacation trips. They both took care of him. It was Ben's job to keep the cage nice and clean, and it was duty to see that the got plenty of the right kind of food.

32-33 A fox fell into a well and was trying with all his might to save himself from being drowned. A wolf looked down at him and said, "I am so sorry for you. How did this happen?" "Being sorry does not do me any good," replied the "If you really want to save me from, help me get out of here."

34 One summer Nancy started a cookbook. Every time she learned to cook a new dish, she pasted a picture of it in her cookbook. The next winter Nancy was sick and didn't want anything to eat. So her mother gave her the and everything in it looked so good that she felt better at once and wanted to get well.

35-36-37 Bob and Mary went to visit the museum last Saturday, the only day in the week that children can go free. Bob, being a real boy, was interested in the weapons, engines, and other machines. Mary, like most, enjoyed looking at the dolls, clothes, and jewels of olden times. They weren't even half through at closing time. "Next is a free day. Let's come back then," said Mary. "Oh, yes," answered "I have lots more to see."

Go right on to Numbers 38-39.

38-39 Long ago bricks were made by mixing clay with water, making a thick mud. This was then cut into blocks and dried in the sun. Later men learned how to bake bricks with fire to make them harder. Fire-baked bricks could be used anywhere, but sun-dried could be used only in climates where there was very little rain because wetting them would turn the dried clay back into

40-41 The sand on our ocean beaches was once solid rock on the bottom of the ocean. The waves and tides pound the rocks together and the tiny that are broken off are called grains of

42-43-44 The shaking of hands with the right hand started in the days when everyone carried a sword or a knife. In those days when one met a stranger he would hold out his hand to show that he was friendly and didn't have a or a ready for attack.

45-46 The gold used in making jewelry is mixed with other metals, usually copper. Pure gold is a very soft metal; so jewelry made of pure gold would not wear very well. For this reason or some other metal is mixed with pure gold to make it longer.

End of Test 1. Look over your work.

NUMBER RIGHT	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
Equated score	8	9	10	11	12	12	13	14	15	16	17	18	18	19	20	21	22	23	24	25	26	26	27	28	29	30	31	32	32	33	34	35	36	37	38	40	41	42	43	44	46	47	48	49	50	52	53

DIRECTIONS. Draw a line under the word that makes the sentence true, as shown in the samples.

SAMPLES.

A rose is a — box flower home
month river

A roof is found on a — book person
rock house word

- 1 A baby is a — ball man woman
flower child
- 2 A dog is a kind of — cat animal
sheep fish cow
- 3 A king is a — man girl mother
plant picture
- 4 A rock is a — bird field stone
flower road
- 5 A baker makes — dresses books
bread doors ships
- 6 Yesterday is a — day month week
school country
- 7 Cheese is — bread food drink
gold time
- 8 March is the name of a — day week
year month night
- 9 Silk is a kind of — wood cloth plant
bread drink
- 10 A castle is a — building clock
path spirit wheel
- 11 A path is a place to — eat walk
dress die live
- 12 Great means — little low small
big short
- 13 A cellar is part of a — forest gate
building shoe fence
- 14 A daughter is a — girl boy man
son father
- 15 To shine is to be — cool bright dry
proud busy
- 16 A crowd means many — boxes apples
persons lands streets
- 17 A maiden is a — bird boy king
girl man
- 18 A village is a — state school person
town family

Go right on to Number 19.

- 19 An officer may be a — town ship
street school soldier
- 20 Near means — dead free deep
often close
- 21 Across means — while because
among over behind
- 22 To lift is to — begin drive mark
watch raise
- 23 A chapel is a — picture cross
church mine bank
- 24 To crush is to — lift break rush
throw catch
- 25 Copper is a kind of — cottage beans
metal council temple
- 26 Distant means — near before far
between great
- 27 Around means — all always away
alone about
- 28 To understand is to — write talk send
know present
- 29 Quietly means — softly sweetly quickly
strongly shortly
- 30 To offer is to try to — love find
change give sing
- 31 Loyal means — alive content cruel
mighty faithful
- 32 A vessel is a — bell village boat
wave bridge
- 33 To be sure means to be — true still
glad certain open
- 34 Delighted means — pleased heavy
large light true
- 35 A single thing is — one two three
four five
- 36 To lash is to — oblige deceive
whip coach fetch
- 37 Moist means — fiery nearly damp
bloody temperate
- 38 A burial is a — crime funeral dispute
murder marriage
- 39 To have sympathy for is to — rejoice
praise refuse pity shame
- 40 Independence is — action freedom
experience faith respect

End of Test 2. Look over your work.

NUMBER RIGHT	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
<i>Equated score</i>	6	7	8	10	11	12	13	14	16	17	18	19	20	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	41	42	43	44	45	46	48	49	51	52	53

1	26
2	27
3	28
4	29
5	30
6	31
7	32
8	33
9	34
10	35
11	36
12	37
13	38
14	39
15	40
16	41
17	42
18	43
19	44
20	45
21	46
22	47
23	48
24	49
25	50

Grades 2 and 3	NUMBER RIGHT	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
	Equated score	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	

DIRECTIONS. Find the answers as quickly as you can. Write the answers on the dotted lines.

Answer

1 Which is the largest number?
93 67 85 91 89 -----

2 How many girls are 3 girls and 6 girls? -----

3 Mother paid 9 cents for milk and 7 cents for bread. How many cents in all did she pay for these two things? -----

4 Harry has 6 rabbits, William has 9 rabbits, and Joe has 7 rabbits. How many rabbits do they have all together? -----

5 Ann has 17 paper dolls and Mary has 9 paper dolls. Ann has how many more than Mary? -----

6 Will 9 pennies buy more than 1 dime? -----

7 Mary bought a toy. She paid the clerk 1 dime and 2 pennies. How many cents did the toy cost? -----

8 Betty has 9 cents. Mary has two times as many cents. How many cents has Mary? -----

9 A pony cost 98 dollars and a calf cost 62 dollars. The calf cost how many dollars less than the pony? -----

10 Ellen has a book with 168 pages. She has read 92 pages. How many pages does she have left to read? -----

11 I saved 136 pennies. Father gave me 34 pennies. I earned 118 more. How many pennies did I have then? -----

Go right on to Problem 12.

Answer

12 Mrs. Gray bought 79 cents' worth of groceries. If she gave the clerk a dollar bill, how many cents should she have received as her change? -----

13 There are 479 trees in one orchard, 291 trees in another, and 452 in another. How many trees are there in the three orchards? -----

14 Sue has 8 rag dolls and 21 paper dolls. Mary has 8 paper dolls and 8 rag dolls. How many rag dolls do both girls have? -----

15 Nora picked 19 roses. She gave 1 dozen of them to a sick friend. How many roses did she have left? -----

16 Clara subtracted 37 from a number and had 82 left. From what number did she subtract 37? -----

17 Father planted 216 tomato plants in 3 equal groups. How many tomato plants did he put in each group? -----

18 Joe has 92 marbles. One half are red. How many are red? -----

19 One load of hay weighs 2125 pounds; another weighs 1975 pounds. What is the difference in the weights of the two loads in pounds? -----

20 A camera usually sells for \$55.00. The sale price is \$51.95. How much would you save by buying this camera at the sale price? -----

End of Test 4. Look over your work.

NUMBER RIGHT	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Equated score	7	10	13	17	20	23	26	28	31	33	36	38	40	42	45	47	49	51	53	55	57

DIRECTIONS. Get the answers to these examples as quickly as you can without making mistakes. Look carefully at each example to see what you are to do.

1 Add $\begin{array}{r} 8 \\ 2 \\ \hline \end{array}$	2 Add $\begin{array}{r} 0 \\ 3 \\ \hline \end{array}$	3 Add $\begin{array}{r} 3 \\ 0 \\ 5 \\ \hline \end{array}$	4 Subtract $\begin{array}{r} 5 \\ 0 \\ \hline \end{array}$	5 Add $\begin{array}{r} 46 \\ 52 \\ \hline \end{array}$	6 Add $\begin{array}{r} 46 \\ 83 \\ \hline \end{array}$
7 Add $\begin{array}{r} 9 \\ 2 \\ 7 \\ \hline \end{array}$	8 $3 - 3 =$	9 $7 + 9 =$	10 Subtract $\begin{array}{r} 10 \\ 2 \\ \hline \end{array}$	11 $0 \times 2 =$	12 $3 \times 9 =$
13 Multiply $\begin{array}{r} 3 \\ 1 \\ \hline \end{array}$	14 Subtract $\begin{array}{r} 149 \\ 71 \\ \hline \end{array}$	15 $18 \div 2 =$	16 Multiply $\begin{array}{r} 214 \\ 2 \\ \hline \end{array}$	17 Add $\begin{array}{r} 28 \\ 77 \\ 9 \\ \hline 86 \end{array}$	18 $\frac{1}{2}$ of 18 =
19 Multiply $\begin{array}{r} 41\text{¢} \\ 3 \\ \hline \text{¢} \end{array}$	20 Subtract $\begin{array}{r} 45 \\ 27 \\ \hline \end{array}$	21 $12 \div 3 =$	22 Subtract $\begin{array}{r} 53\text{¢} \\ 46\text{¢} \\ \hline \text{¢} \end{array}$	23 Multiply $\begin{array}{r} 78 \\ 2 \\ \hline \end{array}$	24 Multiply $\begin{array}{r} 306 \\ 2 \\ \hline \end{array}$
25 Subtract $\begin{array}{r} 536 \\ 189 \\ \hline \end{array}$	26 Add $\begin{array}{r} 289 \\ 188 \\ 397 \\ 78 \\ \hline \end{array}$	27 Multiply $\begin{array}{r} \$19 \\ 3 \\ \hline \$ \end{array}$	28 $3 \overline{)216}$	29 Subtract $\begin{array}{r} \$60 \\ .28 \\ \hline \$ \end{array}$	30 $2 \overline{)9}$
31 $2 \overline{)15}$	32 Add $\begin{array}{r} \$4.56 \\ .78 \\ 3.15 \\ .89 \\ 6.12 \\ \hline \$ \end{array}$	33 $3 \overline{)54}$	34 Subtract $\begin{array}{r} 7000 \\ 67 \\ \hline \end{array}$	35 $\$ \overline{)158}$	36 Subtract $\begin{array}{r} \$31.05 \\ 24.76 \\ \hline \$ \end{array}$

End of Test 5. Look over your work.

NUMBER RIGHT	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Equated score	0	0	1	4	7	10	14	17	20	23	24	25	25	26	27	28	29	30	31	32	32	33	34	35	36	37	38	40	41	42	43	44	46	47	48	49	50

PROGRESSIVE ACHIEVEMENT TESTS—ELEMENTARY BATTERY Form A
(Diagnostic Tests Keyed to the Curriculum)

 Devised by Ernest W. Tiegs, Deon, University College, The University of Southern California,
 and Willis W. Clark, Director of Research and Guidance, Los Angeles County Schools.

Name Grade Sex B-G

School Age Birthday

Teacher Date

TEST	SUBJECT	Possible Score	Pupil's Score	Grade Placement	DIAGNOSTIC PROFILE (Chart pupil's scores here)		Percentile Rank
					Grade Placement	1943 Edition	
1. Reading Vocabulary		90	_____	_____	2.0 3.0 4.0 5.0 6.0 7.0 8.0 9.0		
A. Word Farm		25	_____	_____	20 30 40 50 55 60 65 70 75 80 85 86 87		
B. Word Recognition		20	_____	_____	12 15 20 21 22 23 24 25 25 25		
C. Meaning of Opposites		23	_____	_____	7 10 12 14 16 17 18 19 20 20		
D. Meaning of Similarities		22	_____	_____	1 2 3 5 7 9 11 13 14 15 16 17 18 20 21 22		
2. Reading Comprehension		40	_____	_____	1 2 3 4 6 6 10 11 12 15 16 17 18 19 20		
E. Following Directions		10	_____	_____	2 3 4 6 8 10 15 20 25 30 35 38		
F. Interpretations		20	_____	_____	1 2 3 4 5 6 7 8 9 10		
G. Reference Skills		10	_____	_____	1 2 4 6 8 9 12 15 18 19		
TOTAL READING		130	_____	_____	1 2 4 6 8 9 12 15 18 19		
3. Arithmetic Reasoning		45	_____	_____	1 2 4 6 8 9 12 15 18 19		
A. Number Concept		15	_____	_____	1 2 4 6 8 9 12 15 18 19		
B. Signs and Symbols		15	_____	_____	1 2 4 6 8 9 12 15 18 19		
C. Problems		15	_____	_____	1 2 4 6 8 9 12 15 18 19		
4. Arithmetic Fundamentals		80	_____	_____	1 2 4 6 8 9 12 15 18 19		
D. Addition		20	_____	_____	1 2 4 6 8 9 12 15 18 19		
E. Subtraction		20	_____	_____	1 2 4 6 8 9 12 15 18 19		
F. Multiplication		20	_____	_____	1 2 4 6 8 9 12 15 18 19		
G. Division		20	_____	_____	1 2 4 6 8 9 12 15 18 19		
TOTAL ARITHMETIC		125	_____	_____	1 2 4 6 8 9 12 15 18 19		
5. Language		90	_____	_____	1 2 4 6 8 9 12 15 18 19		
A. Capitalization		15	_____	_____	1 2 4 6 8 9 12 15 18 19		
B. Punctuation		10	_____	_____	1 2 4 6 8 9 12 15 18 19		
C. Words and Sentences		20	_____	_____	1 2 4 6 8 9 12 15 18 19		
D. Spelling		30	_____	_____	1 2 4 6 8 9 12 15 18 19		
E. Handwriting		15	_____	_____	1 2 4 6 8 9 12 15 18 19		
TOTAL		345	_____	_____	1 2 4 6 8 9 12 15 18 19		

DIAGNOSTIC ANALYSIS OF LEARNING DIFFICULTIES

If the diagnostic profile of a test indicates that a pupil is making normal progress in all fields the teacher will have no use for the following diagnostic analysis. However, where the diagnostic profile shows achievement below a desirable standard in one or more major fields, the following device, which appears somewhere on every Progressive Achievement Test, will assist in identifying and analyzing the specific causes of difficulty as a basis for remedial instruction.

The numerals and capital letters in the diagnostic analysis correspond to the sections of the test similarly marked. For example, if the diagnostic profile shows unsatisfactory achievement in Test 4, Sec. D (addition in arithmetic fundamentals), an inspection of the unsatisfactory responses in this section of the test (by number) will reveal whether or not remedial instruction is needed in carrying, use of zeros, reducing to common denominators, and the like. These topics are then checked by the teacher as the basis for remedial work.

Once an adequate diagnosis has been made, remedial instruction is frequently a simple matter. However, teachers have in the past found the clerical work incident to following each individual pupil a heavy burden. Such extra work is almost completely eliminated if this diagnostic analysis is torn from the test booklet and kept on the teacher's desk where the various items may be checked off as the pupil masters them.

READING

1. Reading Vocabulary

A. WORD FORM:

- Lower case words.....1-15
- Capitals.....16-19
- Miscellaneous type faces.....20-25

(Errors may indicate poor vision)

B. WORD RECOGNITION:

- Gross differences.....1, 4, 6
- Initial sounds or endings.....All others

(Errors may indicate poor hearing)

C. OPPOSITES:

- Basic vocabulary.....1-23

D. SIMILARITIES:

- Basic vocabulary.....1-22

2. Reading Comprehension

E. FOLLOWING SPECIFIC DIRECTIONS:

- Simple directions.....1, 5
- Directions requiring simple choice.....2-4, 6-8
- Reading definitions and following directions.....9-10

F. INTERPRETATION OF MEANINGS:

- Selecting topic or central idea.....1, 7

- Understanding directly stated facts.....2, 3, 8, 9, 12, 13
- Making inferences.....4, 5, 6, 10, 11
- Comprehension of author's organization of topics.....14, 15, 16
- Sequence of events.....17-20

G. REFERENCE SKILLS:

- Parts of book.....1-2
- Alphabetizing.....3-4
- Use of table of contents.....5-7
- Use of index.....8-10

3. Arithmetic Reasoning

A. NUMBER CONCEPT:

- Writing numbers.....1-5
- Writing money.....6-7
- Roman numbers.....8-10
- Concept of whole numbers.....11
- Concept of fractions, decimals, and per cent.....12-15

B. SIGNS AND SYMBOLS:

- Signs.....1-9, 12-15
- Abbreviations.....10-11

C. PROBLEMS:

- One-step.....1-4
- Two-step.....5-8
- Sharing and averaging.....4, 6, 7, 8
- Square measure and cubic content.....9, 10
- Percentage.....13, 14
- Ratio.....15

4. Arithmetic Fundamentals

D. ADDITION:

- Simple combinations.....1-3
- Bridging.....4
- Carrying.....5, 6

ARITHMETIC

- Zeros.....2, 3
- Bridging.....4
- Column addition.....7, 8
- Adding money.....8, 9
- Adding numerators.....10
- Reducing fractions to common denominators.....11, 13-16
- Adding mixed numbers.....12-16
- Adding fractions and decimals.....17
- Writing decimals in columns.....18-19
- Denominate numbers.....20

E. SUBTRACTION:

- Simple combinations.....1-4
- Borrowing.....5-7
- Zeros.....3, 4, 7
- Subtracting money.....8, 9
- Subtracting numerators.....10, 11
- Reducing fractions to common denominators.....12, 13
- Borrowing with mixed numbers.....14-16
- Subtracting fractions from decimals.....17

- Writing decimals in columns.....18, 19
- Denominate numbers.....20

F. MULTIPLICATION:

- Tables.....1-9
- Zeros in multiplicand.....2, 5
- Zeros in multiplier.....7, 8
- Two-place multipliers.....6-9
- Mult. with fractions.....10, 11
- Cancellation of fractions.....12, 13
- Fractions and mixed or whole numbers.....14-17
- Pointing off decimals.....18, 19
- Denominate numbers.....20

G. DIVISION:

- Tables.....1-8
- Zeros in quotient.....3, 6, 8-9
- Remainders.....10
- Inverting divisors in fractions.....11-16
- Mixed numbers.....16, 17
- Reducing fractions to decimals.....18
- Pointing off decimals.....19, 20

LANGUAGE

5. Language

A. CAPITALIZATION:

- First word of sentence.....1-3
- Names of persons.....4, 6, 9
- Names of places.....3, 6, 7
- Days of week and months.....5, 9
- Abbreviation for months.....5
- First word of quotation.....8
- Over-capitalization.....

B. PUNCTUATION:

- Periods.....
- Commas.....
- Quotation marks.....
- Question marks.....
- Over-quotation.....

C. WORDS AND SENTENCES:

- Good usage.....1, 2, 3, 5
- Tense.....6, 7
- Case.....4, 8, 9

- Number.....10
- Recognizing sentences.....11-20

D. SPELLING:

-
-
-

E. HANDWRITING:

- Legibility.....

TEST 1. SEC. A

Directions: If two words are the same or mean the same write S. If they are different or mean different things, write D.

Sample: dog...S...dog
boy...D...girl

1. tell.....go
2. plan.....plan
3. father.....father
4. boat.....beat
5. ability.....ability
6. separate.....separate
7. shepherd.....sheriff
8. industrious.....indirection
9. necessary.....necessary
10. mother.....matter
11. robber.....rubber
12. minor.....minus
13. opinion.....opinion
14. euphonium.....euphemism
15. interpolation.....interpellation
16. ORPHAN.....ORPHAN
17. POLITIC.....POLITE
18. REDBREAST.....REDBREAST
19. HISTORIC.....HISTRIONIC
20. perambulate.....PERAMBULATE
21. WALL.....WAIL
22. PRECEDE.....proceed
23. procession.....POSSESSION
24. exhibition.....exhibition
25. peremptory.....peremptory

Sec. A. Score (number right).....

PRACTICE EXERCISE

On the following pages, you will find directions such as the following:

Draw a line under the word *dog* and write its number on the line to the right.

¹ cow ² horse ³ dog ⁴ goat 3 ¹

Notice that the word *dog* has a line drawn under it and that number 3 is written on the line to the right.

Draw a line under the word pronounced by the teacher. Write its number on the line to the right.

¹ run ² jump ³ throw ⁴ swing _____ ²

TEST 1. SEC. B

Directions: Draw a line under the word pronounced by the teacher. Write its number on the line to the right.

- ¹ tree ² ball ³ my ⁴ this _____ ¹
- ¹ growl ² great ³ grunt ⁴ grand _____ ²
- ¹ write ² wrist ³ wreck ⁴ wrath _____ ³
- ¹ Monday ² Wednesday ³ Tuesday ⁴ Thursday _____ ⁴
- ¹ singing ² moulting ³ singeing ⁴ chattering _____ ⁵
- ¹ August ² January ³ June ⁴ July _____ ⁶
- ¹ thoroughfare ² thought ³ throughout ⁴ through _____ ⁷
- ¹ practical ² practice ³ prairie ⁴ precious _____ ⁸
- ¹ warrant ² waltz ³ wanness ⁴ warship _____ ⁹
- ¹ efficient ² elasticity ³ elimination ⁴ electrocute _____ ¹⁰
- ¹ primary ² political ³ public ⁴ premium _____ ¹¹
- ¹ blotch ² bluster ³ blight ⁴ blizzard _____ ¹²
- ¹ arrival ² avenue ³ acquire ⁴ associate _____ ¹³
- ¹ YACHT ² YOUNG ³ YAM ⁴ YIELD _____ ¹⁴
- ¹ WHIRL ² WHARF ³ whole ⁴ whistle _____ ¹⁵
- ¹ receipt ² recital ³ regime ⁴ recipe _____ ¹⁶
- ¹ cafeteria ² carnival ³ cautious ⁴ contagious _____ ¹⁷
- ¹ MENAGERIE ² maximum ³ material ⁴ massacre _____ ¹⁸
- ¹ charlatan ² chauffeur ³ chapeau ⁴ chloroform _____ ¹⁹
- ¹ pneumonia ² pneumatics ³ rheumatic ⁴ rheometer _____ ²⁰

Sec. B. Score (number right).....

TEST 1. SEC. C

Directions: Draw a line under the word which means the opposite or about the opposite of the first word. Write its number on the line to the right.

0. little ¹ blue ² run ³ big ⁴ rich 3 0

1. begin ¹ free ² end ³ tent ⁴ kite _____ 1
2. dry ¹ bid ² evil ³ alive ⁴ moist _____ 2
3. offer ¹ jolly ² refuse ³ ivy ⁴ ever _____ 3
4. color ¹ free ² cold ³ colorless ⁴ cut _____ 4
5. pleasure ¹ pain ² deed ³ harm ⁴ mist _____ 5
6. sharp ¹ age ² effect ³ blunt ⁴ youth _____ 6
7. depart ¹ sale ² near ³ depot ⁴ arrive _____ 7
8. knowledge ¹ ignorance ² pain ³ par ⁴ early _____ 8
9. married ¹ near ² single ³ accept ⁴ improve _____ 9
10. forbid ¹ pension ² swallow ³ allow ⁴ wage _____ 10
11. dull ¹ dead ² space ³ earn ⁴ bright _____ 11
12. ascend ¹ descend ² refuse ³ accept ⁴ moist _____ 12
13. coarse ¹ channel ² fine ³ near ⁴ lender _____ 13
14. success ¹ ignorant ² improve ³ failure ⁴ work _____ 14
15. asleep ¹ ignorant ² improve ³ trolley ⁴ awake _____ 15
16. captive ¹ tight ² space ³ second ⁴ free _____ 16
17. gorgeous ¹ procure ² plaster ³ pear ⁴ plain _____ 17
18. ambitious ¹ lazy ² navigate ³ confuse ⁴ attorney _____ 18
19. peak ¹ ache ² valley ³ bench ⁴ entire _____ 19
20. discourage ¹ enthusiast ² league ³ encourage ⁴ historical _____ 20
21. wilt ¹ meter ² numb ³ point ⁴ blossom _____ 21
22. expenditure ¹ receipt ² necessity ³ explanation ⁴ hastily _____ 22
23. prosperity ¹ sheriff ² rustle ³ depression ⁴ produce _____ 23

Sec. C. Score (number right).....

TEST 1. SEC. D

Directions: Draw a line under the word which means the same or about the same as the first word. Write its number on the line to the right.

0. large ¹ pretty ² run ³ big ⁴ rich 3 0

1. touch ¹ have ² go ³ feel ⁴ run _____ 1
2. power ¹ strength ² wrong ³ turn ⁴ second _____ 2
3. weather ¹ hoarse ² climate ³ feature ⁴ glad _____ 3
4. order ¹ birth ² jolly ³ arrange ⁴ down _____ 4
5. increase ¹ leather ² rebel ³ prefer ⁴ strengthen _____ 5
6. consent ¹ efficient ² frown ³ permit ⁴ hardly _____ 6
7. aid ¹ bare ² meet ³ acre ⁴ help _____ 7
8. inform ¹ disclose ² prevent ³ rot ⁴ statue _____ 8
9. judgment ¹ lesson ² decision ³ puddle ⁴ junction _____ 9
10. quarrel ¹ pension ² swallow ³ disagree ⁴ wage _____ 10
11. wilderness ¹ deed ² learn ³ disorder ⁴ jungle _____ 11
12. ruler ¹ authority ² refuse ³ moist ⁴ hoard _____ 12
13. passage ¹ lender ² channel ³ near ⁴ early _____ 13
14. agriculture ¹ traitor ² clumsy ³ depress ⁴ farming _____ 14
15. groan ¹ moan ² hurl ³ paste ⁴ grocer _____ 15
16. thief ¹ volcano ² thick ³ robber ⁴ wriggle _____ 16
17. brace ¹ worse ² bread ³ support ⁴ effect _____ 17
18. parade ¹ seek ² bread ³ harm ⁴ procession _____ 18
19. entreat ¹ plead ² arrive ³ improve ⁴ store _____ 19
20. survive ¹ cut ² remain ³ vanish ⁴ early _____ 20
21. melody ¹ scribble ² poverty ³ rider ⁴ music _____ 21
22. novelty ¹ trophy ² notable ³ unusual ⁴ value _____ 22

Sec. D. Score (number right).....

TEST 2. SEC. E

Read the following and carry out the directions:

1. Cross out two letters to make **the** out of the word: **these** 1
2. Draw a line under the name of the smallest animal, and put its number on the line to the right.
¹ cat ² dog ³ rat ⁴ goat _____ 2
3. Some of the Roman Numerals are:
3 III, 6 VI, 9 IX, 12 XII
 Write 9 in Roman Numerals on the line to the right. _____ 3
4. Write the last word of this sentence on the line to the right. _____ 4
5. Write in the missing letter in the word house. Hous 5
6. Cross out the third word below. Write it on the line to the right.
 man boy dog lad _____ 6
7. Write the first letter of the boys' names on the line to the right.
¹ Arthur ² Bertha
 ³ Mary ⁴ Archie _____ 7
8. Look at the numbers below. Write the third number to the right of 4 on the line to the right.
 6 3 4 8 5 2 1 9 _____ 8
9. A suffix is added to the end of a word to modify the meaning, such as: baby—babyish. Add the suffix **ish** to the word book and write it on the line to the right. _____ 9
10. Words ending with **e** generally drop the **e** before suffixes beginning with a vowel, such as guide—guidance. Add the suffix **ance** to the word assure, and write it on the line to the right. _____ 10

Go right on to the next column.

Sec. E. Score (number right) _____

TEST 2. SEC. F

Read this story:

The leopard is a member of the cat family. His body color varies with the country in which he lives. He leaps upon other animals from the boughs of trees. He is hunted for his skin, which is used in the making of coats, rugs, and trimmings.

Draw a line under the correct answer. Write its number on the line to the right.

1. The best title for this story is
¹ Wild Animals ² The Leopard
 ³ Cats _____ 1
2. Leopards catch their prey by hiding
¹ on the ground ² near the river
 ³ in the boughs _____ 2
3. His skin is
¹ useless ² useful ³ ugly _____ 3
4. His body color is
¹ like his surroundings ² plain
 ³ always one color _____ 4
5. The leopard is
¹ tame ² ugly ³ wild _____ 5
6. His home is in the
¹ forests ² deserts ³ cities _____ 6

Go right on to the next page.

TEST 2. SEC. F (Continued)

Read this story:

A very large territory located in the Arctic Region of North America is called Alaska.

Alaska has a great variety of climate and surface features. The curving coast includes many inlets, straits, and bays. In the high mountains are snow fields and glaciers. There are large areas which have seldom been visited by white men.

Alaska is rich in minerals such as gold, silver, and copper. Salmon fishing, canning, and fur farming are profitable industries. Agriculture, oil, and coal have fine possibilities for future development.

Draw a line under the correct answer. Write its number on the line to the right.

7. The above story is about
¹ Arctic Region ² Alaska
³ large territories _____ 7
8. The surface features are
¹ similar ² plain surfaces
³ of great variety _____ 8
9. The glaciers are found
¹ on the plateaus
² in the mountains ³ on the plains _____ 9
10. The climate of Alaska is
¹ changeable ² very dry
³ equatorial _____ 10
11. Choose the best statement
¹ Alaska has a moderate climate
² Alaska has no industries
³ Alaska has unsettled areas _____ 11

Read this story:

PRODUCTION OF RUBBER

Rubber trees are found in South America, India, Central America, East Indies, and Africa.

To obtain the latex or sap the tree is tapped by the making of a vertical, circular, or diagonal gash in the bark. A small vessel, either of metal or clay, is attached to the trunk of the tree, usually by means of clay or mud. Each evening the tapper collects the contents of his cups. These are emptied into larger cans.

Go right on to the next column.

The collected latex is poured into vats containing an equal volume of water. The rubber is coagulated or thickened by the action of dilute acetic acid. The rubber particles form thick, doughlike sheets that are put through several processes. Rolling, washing, and drying provide variations which give sheets of different colors and elasticity.

Write the numbers of the correct answers on the line to the right.

12. Rubber is obtained from
¹ mines ² trees ³ clay ⁴ minerals _____ 12
13. An acid used in rubber production is
¹ nitric ² hydrochloric
³ acetic ⁴ sulphuric _____ 13

Of the six statements below select the one that would make the best title for each of the three paragraphs of the story. On the lines to the right put a "1" opposite the one you select for the first paragraph, a "2" opposite the one you select for the second paragraph, and a "3" opposite the one you select for the third paragraph.

- | | | | |
|----------------------------|-------|----|----|
| | 14 | 15 | 16 |
| Countries | _____ | | |
| Location of rubber trees | _____ | | |
| Collecting the latex | _____ | | |
| Tapping the trees | _____ | | |
| Changing latex into rubber | _____ | | |
| Pouring into vats | _____ | | |

Number these statements on the line to the right to show the order in which they occur in the story.

- | | |
|------------------------|----------|
| Collecting the latex | _____ 17 |
| Mixing latex and water | _____ 18 |
| Coagulating the latex | _____ 19 |
| Tapping the tree | _____ 20 |

Go right on to the next page.

Sec. F. Score (number right) _____

TEST 2. SEC. G

Directions: Draw a line under the correct answer.
Write its number on the line to the right.

1. The title is found in what part of the book?
1 beginning 2 middle 3 end _____ 1
2. The appendix is found in what part of the book?
1 beginning 2 middle 3 end _____ 2

Read this list of words:

yes	poor
join	boy
high	kite
queer	rough

If these words were arranged alphabetically,

3. **high** would come after
1 boy 2 kite 3 yes 4 join _____ 3
4. **poor** would come after
1 queer 2 join 3 kite 4 rough _____ 4

Look at the following:

TABLE OF CONTENTS

Chapter	Page
1. Corn and its Cultivation.....	1
2. The Rubber Tree.....	21
3. The Mushroom Family.....	43
4. Wheat of the Grass Family.....	52
5. The Bean Family.....	69
6. Strong Man Oak.....	74

5. On what page does
"The Bean Family" begin? _____ 5
6. Which of these stories is on page 74?
1 Corn and Its Cultivation
2 Strong Man Oak
3 The Bean Family _____ 6
7. The material on page 33 is part of
what chapter? _____ 7

Directions: Look at the index at the bottom of the page and find the answers to these questions.

8. Information concerning the Colorado River will be found on what page? _____ 8
9. Information concerning coffee in Puerto Rico will be found on what page? _____ 9
10. Information concerning minerals in Colorado will be found on what page? _____ 10

INDEX

Coffee: in Africa, 351; in Arabia, 379; in Brazil, 247; from Central America, 231; in Columbia, 252; countries leading in production of, 247; in East Indies, 394; in Ecuador, 254; in Madagascar, 351; in Paraguay, 266; in Puerto Rico, 210; from Venezuela, 250.
Cold grasslands, where they are, 51. See also Grassland.
Colon: 46, 232, 233.
Colorado: beef cattle in, 179; cities of, 184; irrigation in, 179; minerals in, 176; sugar beets in, 187; vegetables and fruits in, 180.
Colorado Plateau: ruins of, 87; scenery of, 87.
Colorado River, 183.

Sec. G. Score (number right).....

Stop Here

TEST 3. SEC. A

Write each of these sums on the line to the right, using numerals, like the sample.

Twelve 12 0

Twenty-six _____ 1

One hundred eleven _____ 2

Eight hundred twenty-four _____ 3

Two hundred six _____ 4

One thousand two _____ 5

Three dollars and three cents _____ 6

Forty dollars and six cents _____ 7

Draw a line under the correct answer. Write the number on the line to the right.

VI means 4 6 8 9 _____ 8

XX means 12 18 20 24 _____ 9

C means 100 200 300 500 _____ 10

Draw a line under the smallest number in each row and write it on the line to the right.

156 138 136 161 _____ 11

$\frac{1}{3}$ $\frac{2}{5}$ $\frac{1}{2}$ $\frac{4}{5}$ _____ 12

145 261 18.65 19.11 _____ 13

75 $\frac{3}{5}$ $82\frac{1}{2}$ $\frac{7}{8}$ _____ 14

$\frac{2}{3}$ $\frac{5}{7}$ 25% $\frac{4}{5}$ _____ 15

Sec. A. Score (number right) _____

TEST 3. SEC. B

Write the correct answer on the line to the right.

$5 \times 6 =$ _____ 1

$8 \div 2 =$ _____ 2

$10 + 10 =$ _____ 3

$20 - 5 =$ _____ 4

Draw a line under the correct word. Write its number on the line to the right.

\div means ¹ add ² subtract ³ multiply ⁴ divide _____ 5

$+$ means ¹ add ² subtract ³ multiply ⁴ divide _____ 6

$-$ means ¹ add ² subtract ³ multiply ⁴ divide _____ 7

\times means ¹ add ² subtract ³ multiply ⁴ divide _____ 8

\$ means ¹ dollar ² penny ³ dime ⁴ nickel _____ 9

lb. means ¹ ounce ² yard ³ pound ⁴ pi _____ 10

min. means ¹ hour ² minute ³ year ⁴ minus _____ 11

% means ¹ per cent ² root ³ inch ⁴ ratio _____ 12

$^{\circ}$ means ¹ foot ² pi ³ degree ⁴ part _____ 13

' means ¹ angle ² at ³ triangle ⁴ foot _____ 14

$\sqrt{\quad}$ means ¹ care of ² less than ³ square root ⁴ right angle _____ 15

Sec. B. Score (number right) _____

TEST 3. SEC. C

Directions: Work these problems. Write each answer on the line to the right.

1. Jack has 5 apples. His sister has 3 apples. How many apples do they have together?
_____ 1
2. A farmer had 14 horses. He sold 4 of them. How many horses did he have left?
_____ 2
3. Joe bought 5 marbles. Pete bought four times as many. How many marbles did Pete buy?
_____ 3
4. A farmer wants to plant 40 trees in 4 rows. How many trees will there be in each row?
_____ 4
5. Jim had 3 oranges and bought 10 more. He gave 5 away. How many oranges did he have left?
_____ 5
6. In a class-room there were 5 rows of desks with 8 desks in each row. Four desks were removed from the room. How many desks were left?
_____ 6
7. James raised 40 rabbits and sold 24. He divided those remaining among four friends. How many did each receive?
_____ 7
8. Jack weighs 95 pounds, Peter weighs 75 pounds, and Robert weighs 100 pounds. What is their average weight?
_____ 8

TEST 3. SEC. C (Continued)

9. How many square inches are there in a board 10 inches wide and 30 inches long?
_____ 9
10. How many one inch cubes can be placed in a box 4 inches wide, 5 inches deep, and 6 inches long?
_____ 10
11. In a paper drive, three-fourths of a class brought bundles of old papers to school. There were 40 pupils in the class. How many pupils brought papers?
_____ 11
12. Bob paid \$2.25 for a new tire, 75 cents for a seat, and 50 cents for paint. He had \$4.00 to repair his bicycle. How much did he have left?
_____ 12
13. Our team has played 8 games and won 6 of them. What per cent of our games did we win?
_____ 13
14. A man received six per cent interest on a loan of \$200.00 for one year. How much interest did he receive?
_____ 14
15. On a map $\frac{1}{2}$ inch is used to represent 10 miles. The distance between two cities on the map is 3 inches. How many miles apart are they?
_____ 15

Sec. C. Score (number right).....

TEST 4. SEC. D

These are problems in addition. Write your answers under the problems and also on the lines to the right.

$$\begin{array}{r} (1) \\ 23 \\ +42 \\ \hline \end{array}$$

$$\begin{array}{r} (2) \\ 60 \\ +37 \\ \hline \end{array}$$

$$\begin{array}{r} (3) \\ 508 \\ +430 \\ \hline \end{array}$$

$$\begin{array}{r} (4) \\ 39 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} (5) \\ 27 \\ +16 \\ \hline \end{array}$$

$$\begin{array}{r} (6) \\ 185 \\ +239 \\ \hline \end{array}$$

$$\begin{array}{r} (7) \\ 2713 \\ 4689 \\ 3451 \\ +7010 \\ \hline \end{array}$$

$$\begin{array}{r} (8) \\ \$26.32 \\ 3.68 \\ .75 \\ +8.15 \\ \hline \end{array}$$

$$(9) \quad \$10.00 + \$5.50 + \$2 + \$1.50 =$$

$$\begin{array}{r} (10) \\ \frac{1}{2} \\ +\frac{1}{2} \\ \hline \end{array}$$

$$\begin{array}{r} (11) \\ \frac{1}{4} \\ +\frac{1}{8} \\ \hline \end{array}$$

$$\begin{array}{r} (12) \\ 12 \\ +2\frac{3}{4} \\ \hline \end{array}$$

$$\begin{array}{r} (13) \\ \frac{2}{3} \\ +2\frac{1}{6} \\ \hline \end{array}$$

$$\begin{array}{r} (14) \\ 1\frac{2}{4} \\ +3\frac{1}{3} \\ \hline \end{array}$$

$$\begin{array}{r} (15) \\ 3\frac{5}{6} \\ +2\frac{1}{4} \\ \hline \end{array}$$

$$\begin{array}{r} (16) \\ 2\frac{1}{2} \\ 1\frac{4}{3} \\ +1\frac{2}{4} \\ \hline \end{array}$$

$$(17) \quad 4\frac{1}{4} + 6.5 =$$

$$(18) \quad .06 + .154 + .2109 =$$

$$(19) \quad 24.3 + 1.62 + .0394 + 5 =$$

$$(20) \quad \begin{array}{l} 6 \text{ yr. } 8 \text{ mo.} \\ +3 \text{ yr. } 6 \text{ mo.} \\ \hline \end{array}$$

Sec. D. Score (number right).....

TEST 4. SEC. E

These are problems in subtraction. Write your answers under the problems and also on the lines to the right.

(1)

$$\begin{array}{r} 38 \\ -25 \\ \hline \end{array}$$

(2)

$$\begin{array}{r} 56 \\ -5 \\ \hline \end{array}$$

(3)

$$\begin{array}{r} 457 \\ -106 \\ \hline \end{array}$$

(4)

$$\begin{array}{r} 590 \\ -130 \\ \hline \end{array}$$

(5)

$$\begin{array}{r} 52 \\ -16 \\ \hline \end{array}$$

(6)

$$\begin{array}{r} 246 \\ -187 \\ \hline \end{array}$$

(7)

$$\begin{array}{r} 5806 \\ -2438 \\ \hline \end{array}$$

(8)

$$\begin{array}{r} \$15.00 \\ -1.75 \\ \hline \end{array}$$

(9)

$$\$45 - \$14.25 =$$

(10)

$$\begin{array}{r} \frac{1}{2} \\ -\frac{1}{2} \\ \hline \end{array}$$

(11)

$$\begin{array}{r} \frac{2}{3} \\ -\frac{1}{3} \\ \hline \end{array}$$

(12)

$$\begin{array}{r} \frac{3}{4} \\ -\frac{1}{8} \\ \hline \end{array}$$

(13)

$$\begin{array}{r} \frac{2}{3} \\ -\frac{1}{4} \\ \hline \end{array}$$

(14)

$$\begin{array}{r} 7\frac{4}{5} \\ -6 \\ \hline \end{array}$$

(15)

$$\begin{array}{r} 8 \\ -4\frac{1}{3} \\ \hline \end{array}$$

(16)

$$\begin{array}{r} 2\frac{21}{5} \\ -1\frac{13}{5} \\ \hline \end{array}$$

(17) $30.6 - 5\frac{1}{2} =$

(18) $86.350 - 24.15 =$

(19) $57.09 - 7.0435 =$

(20)

$$\begin{array}{r} 6 \text{ ft. } 8 \text{ in.} \\ -4 \text{ ft. } 10 \text{ in.} \\ \hline \end{array}$$

- _____ 1
- _____ 2
- _____ 3
- _____ 4
- _____ 5
- _____ 6
- _____ 7
- _____ 8
- _____ 9
- _____ 10
- _____ 11
- _____ 12
- _____ 13
- _____ 14
- _____ 15
- _____ 16
- _____ 17
- _____ 18
- _____ 19
- _____ 20

Sec. E. Score (number right) _____

TEST 4. SEC. F

The are problems in multiplication. Write your answers under the problems and also on the lines to the right.

$$\begin{array}{r} (1) \\ 322 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} (2) \\ 200 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} (3) \\ 51 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} (4) \\ 15 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} (5) \\ 706 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} (6) \\ 468 \\ \times 23 \\ \hline \end{array}$$

$$\begin{array}{r} (7) \\ 569 \\ \times 30 \\ \hline \end{array}$$

$$\begin{array}{r} (8) \\ 400 \\ \times 200 \\ \hline \end{array}$$

$$\begin{array}{r} (9) \\ 2036 \\ \times 208 \\ \hline \end{array}$$

$$(10) \quad 2 \times \frac{1}{2} =$$

$$(12) \quad \frac{1}{4} \times \frac{4}{5} =$$

$$(14) \quad 4 \times 3\frac{1}{2} =$$

$$(11) \quad \frac{1}{3} \times \frac{1}{3} =$$

$$(13) \quad \frac{2}{3} \times \frac{3}{8} =$$

$$(15) \quad 8\frac{2}{3} \times \frac{2}{5} =$$

$$(16) \quad 6\frac{1}{4} \times 5\frac{2}{3} =$$

$$\begin{array}{r} (17) \\ 58\frac{3}{4} \\ \times 16 \\ \hline \end{array}$$

$$\begin{array}{r} (18) \\ 275.5 \\ \times .5 \\ \hline \end{array}$$

$$\begin{array}{r} (19) \\ 43.27 \\ \times .0025 \\ \hline \end{array}$$

$$\begin{array}{r} (20) \\ 5 \text{ ft. } 6 \text{ in.} \\ \times 3 \\ \hline \end{array}$$

- _____ 1
- _____ 2
- _____ 3
- _____ 4
- _____ 5
- _____ 6
- _____ 7
- _____ 8
- _____ 9
- _____ 10
- _____ 11
- _____ 12
- _____ 13
- _____ 14
- _____ 15
- _____ 16
- _____ 17
- _____ 18
- _____ 19
- _____ 20

Sec. F. Score (number right) _____

TEST 4. SEC. G

These are problems in division. Write your answers over the problems and also on the lines to the right.

- | | | | |
|------------------------------------|-----------------------------------|----------------------|----------|
| (1) | | | _____ 1 |
| $7 \overline{) 14}$ | (2) | | _____ 2 |
| | $8 \overline{) 32}$ | (3) | _____ 3 |
| | | $6 \overline{) 60}$ | _____ 4 |
| (4) | (5) | | _____ 5 |
| $9 \overline{) 459}$ | $6 \overline{) 198}$ | (6) | _____ 6 |
| (7) | | $4 \overline{) 424}$ | _____ 7 |
| $20 \overline{) 240}$ | (8) | | _____ 8 |
| (9) | $44 \overline{) 8932}$ | | _____ 9 |
| $300 \overline{) 9000}$ | (10) | | _____ 10 |
| | $57 \overline{) 3476}$ | | _____ 11 |
| (11) | (12) | | _____ 12 |
| $1 \div \frac{1}{2} =$ | $\frac{1}{4} \div 2 =$ | | _____ 13 |
| (13) | (14) | | _____ 14 |
| $8 \div \frac{3}{5} =$ | $\frac{2}{3} \div \frac{2}{3} =$ | | _____ 15 |
| (15) | (16) | | _____ 16 |
| $\frac{5}{8} \div \frac{1}{4} =$ | $6\frac{3}{4} \div \frac{3}{8} =$ | | _____ 17 |
| (17) | (18) | | _____ 18 |
| $5\frac{2}{3} \div 2\frac{1}{4} =$ | $3 \overline{) 92\frac{3}{4}}$ | | _____ 19 |
| (19) | (20) | | _____ 20 |
| $6 \overline{) 7.02}$ | $.06 \overline{) .702}$ | | |

Sec. G. Score (number right) _____

TEST 5. SEC. A

Directions: In these sentences draw a line under each letter that should be capitalized. Write the capital letters on the lines to the right.

1. fall is here. _____ 1
2. is it warm during the summer? _____ 2
3. oranges, lemons, and grapes grow in california. _____ 3
4. The dog likes jack, helen, and me. _____ 4
5. The abbreviation for august is aug. _____ 5
6. A few days ago mister white left for africa. _____ 6
7. Many people sail the pacific ocean. _____ 7
8. Mother said, "you may go to the party." _____ 8
9. Last thursday i visited my aunt emma. _____ 9

Sec. A. Score (number right).....

TEST 5. SEC. B

Directions: In the following story write in the periods (.), commas (,), question marks (?), and quotation marks ("") that are left out.

Jane wanted a dress for her doll She told her mother about it.

Jane said Mother will you make a dress for my doll

Mother said If I make a dress for your doll what kind of material shall we use

In reply Jane stated that if she had her choice she would like it made of silk.

Sec. B. Score (number right).....

TEST 5. SEC. C

Directions: Draw a line under the correct word in each sentence. Write its number on the line to the right.

- John (¹ received ² got) his gift. _____ 1
- Mary is (¹ awful ² very) pretty. _____ 2
- Barbara (¹ throwed ² threw) the stick. _____ 3
- The book was colored by Betty and (¹ him ² he). _____ 4
- It (¹ aint ² isn't) so. _____ 5
- I (¹ seen ² saw) him. _____ 6
- I (¹ did, ² done) the work myself. _____ 7
- The contract is between you and (¹ I ² me). _____ 8
- (¹ Those ² Them) books should be put away. _____ 9
- The apples (¹ is ² are) good. _____ 10

Directions: If the statements given below are complete sentences, draw a line under the word YES; if not, draw a line under the word NO.

11. The girl went to the door. YES NO 11
12. When the bell began to ring. YES NO 12
13. Jim lost his purse. YES NO 13
14. Did Mary laugh? YES NO 14
15. The girl of whom you were speaking. YES NO 15
16. We have been trying to see him at his home. YES NO 16
17. On the Seine River among the boats. YES NO 17
18. Day by day we advanced through the forest. YES NO 18
19. In order to accomplish our purpose. YES NO 19
20. Running to the gate and calling to her fast disappearing son. YES NO 20

Sec. C. Score (number right).....

TEST 5. SEC. D

1. _____	16. _____
2. _____	17. _____
3. _____	18. _____
4. _____	19. _____
5. _____	20. _____
6. _____	21. _____
7. _____	22. _____
8. _____	23. _____
9. _____	24. _____
10. _____	25. _____
11. _____	26. _____
12. _____	27. _____
13. _____	28. _____
14. _____	29. _____
15. _____	30. _____
Sec. D. Score (number right) _____	

TEST 5. SEC. E

SEC. E. SCORE (See Manual) _____

Name.....

Age last birthday (Tell in figures).....years. Birthday.....

Grade.....School.....

City.....State.....

Examiner.....Date.....19.....

Exercise	Score
1	
2	
3	
4	
5	
6	
Total	
T-Score	

STENQUIST MECHANICAL APTITUDE TESTS

By J. L. STENQUIST

Director of Research, Baltimore, Maryland

TEST I

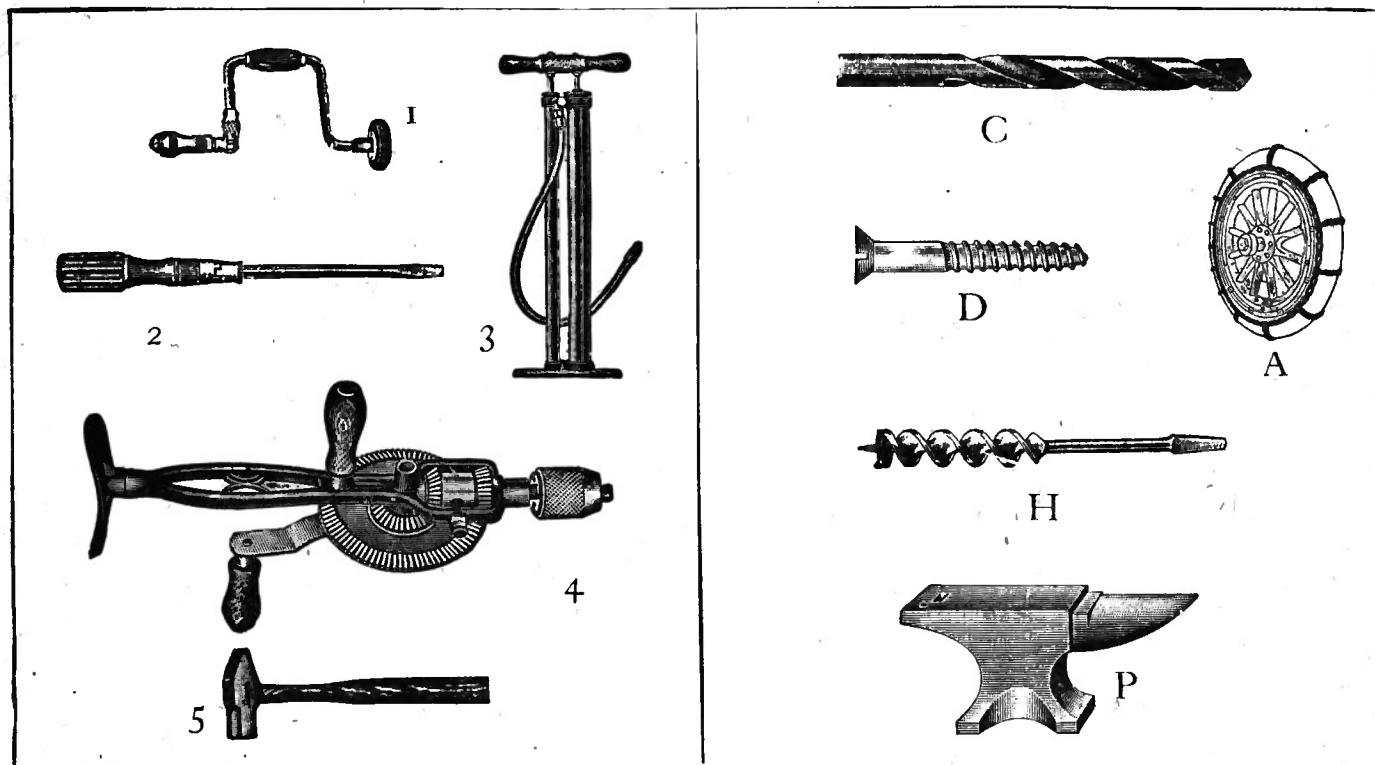
DIRECTIONS

Look at the pictures below. Each thing in Part 1 belongs with, is used with, or is a part of one particular thing in Part 2. Thus, No. 1 in Part 1 belongs with Letter H in Part 2; so H is written beside 1 in the list of answers. No. 2 belongs with Letter D; so D is written beside 2 in the list of answers. No. 3 belongs with Letter A; so A is written beside 3 in the list of answers. No. 4 belongs with Letter C; so C is written beside 4 in the list of answers. No. 5 belongs with Letter P; so P is written beside 5 in the list of answers. Do the same for all the exercises in this booklet. If you are not sure, guess. Try all of them. Write *some* letter beside each number.

SAMPLE EXERCISE

PART 1

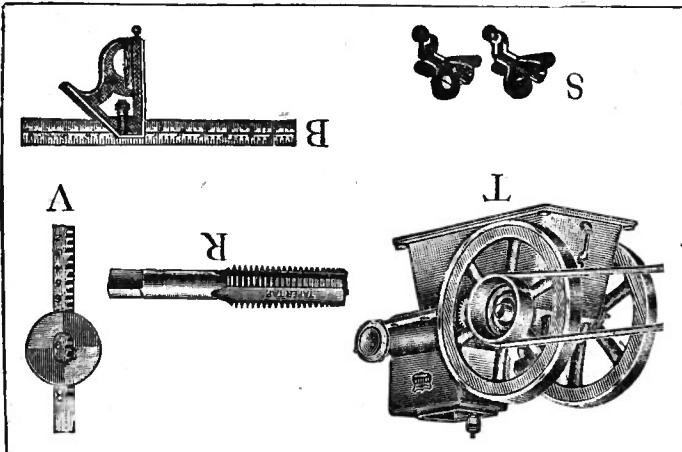
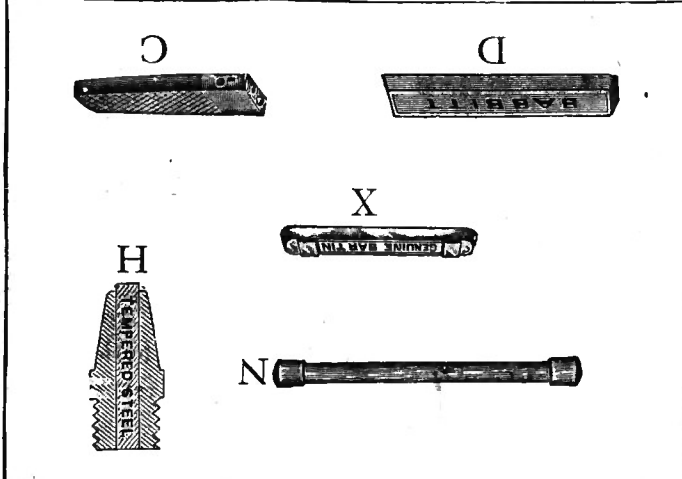
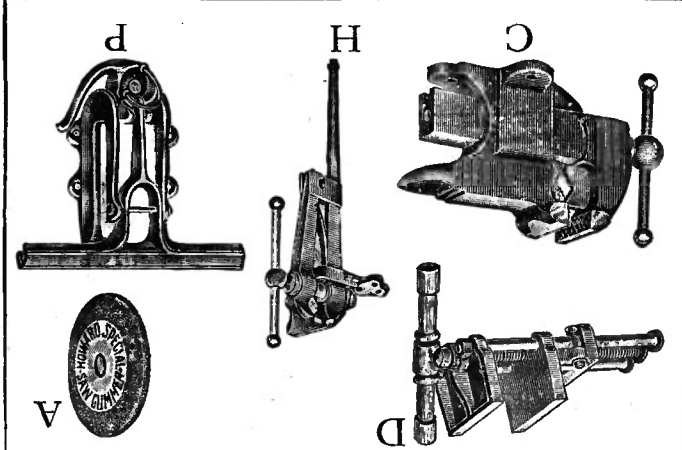
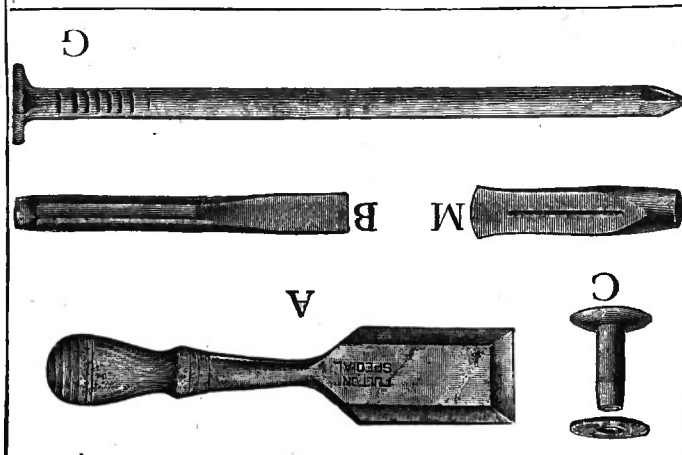
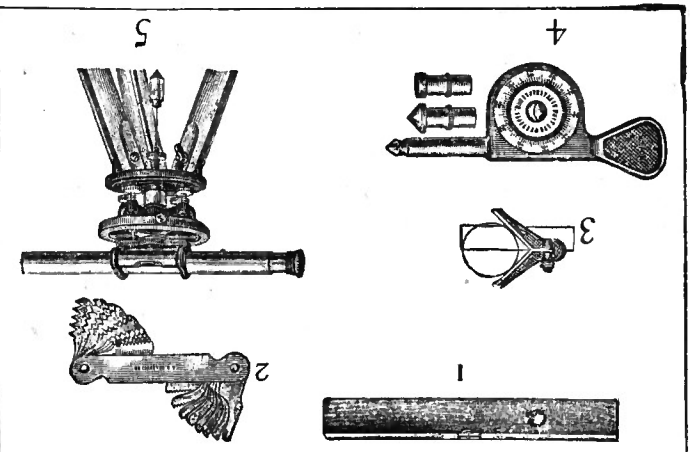
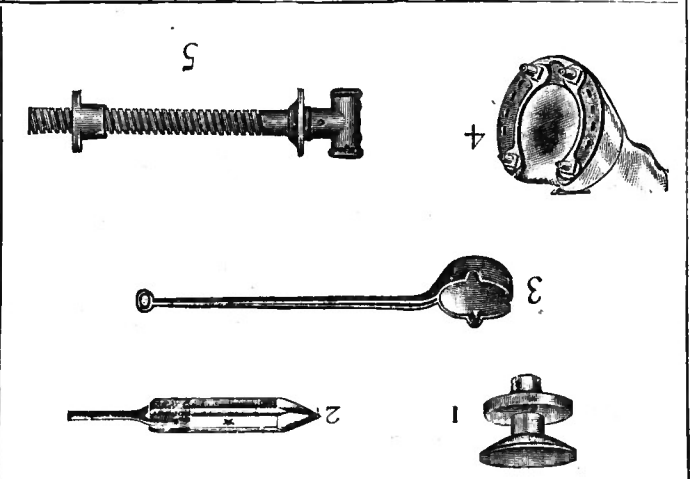
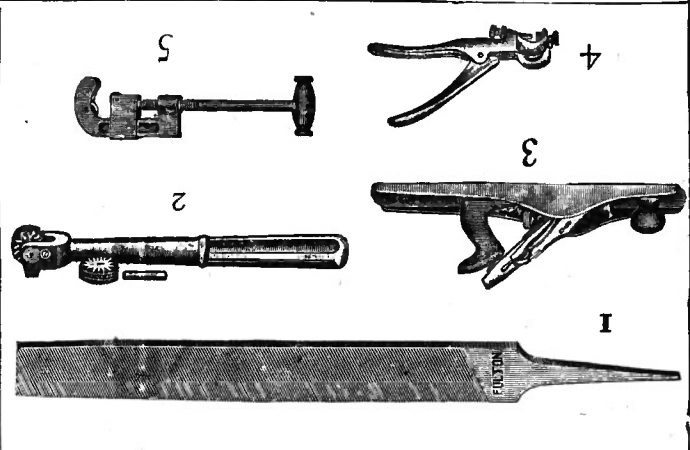
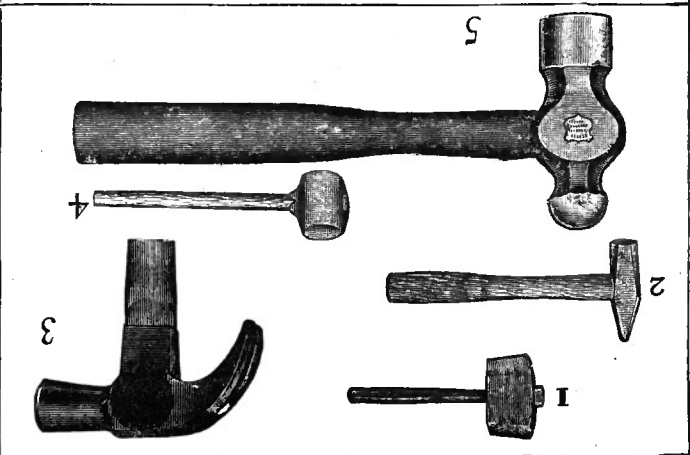
PART 2



EXERCISE 6

PART 1

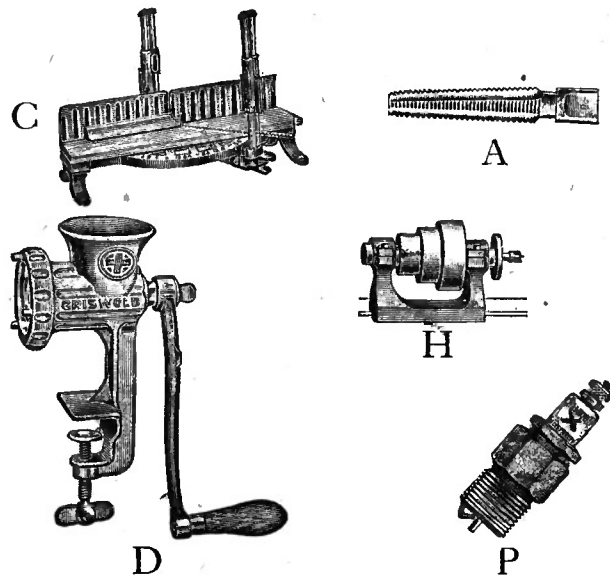
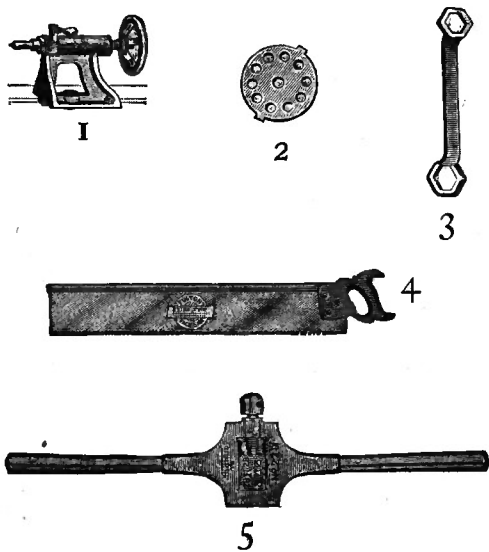
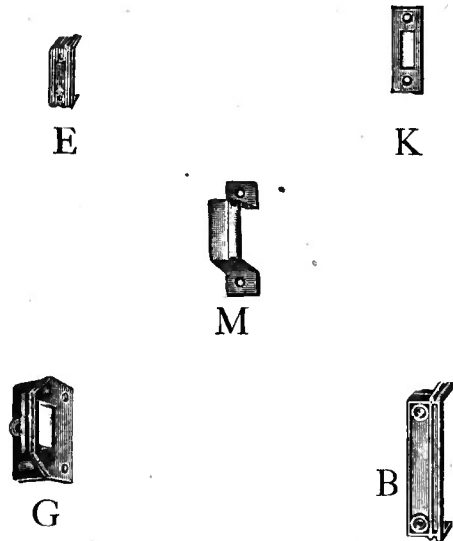
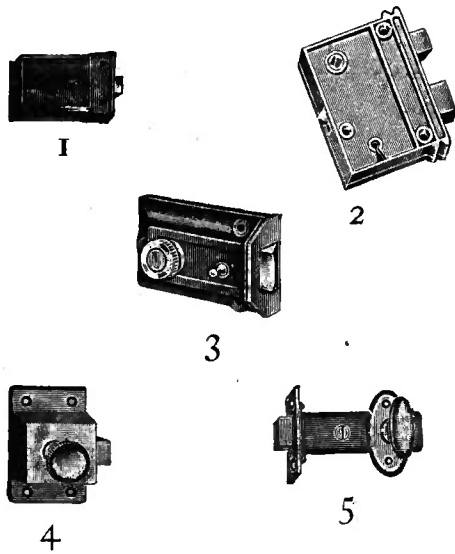
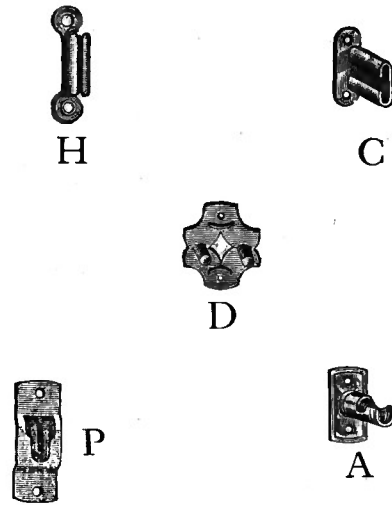
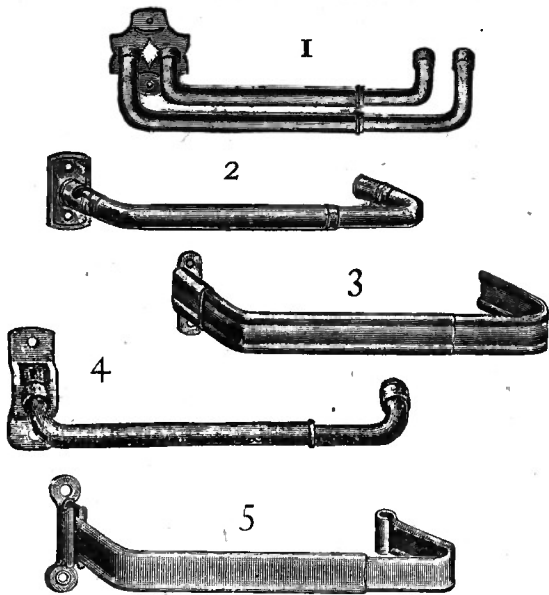
PART 2



EXERCISE 1

PART 1

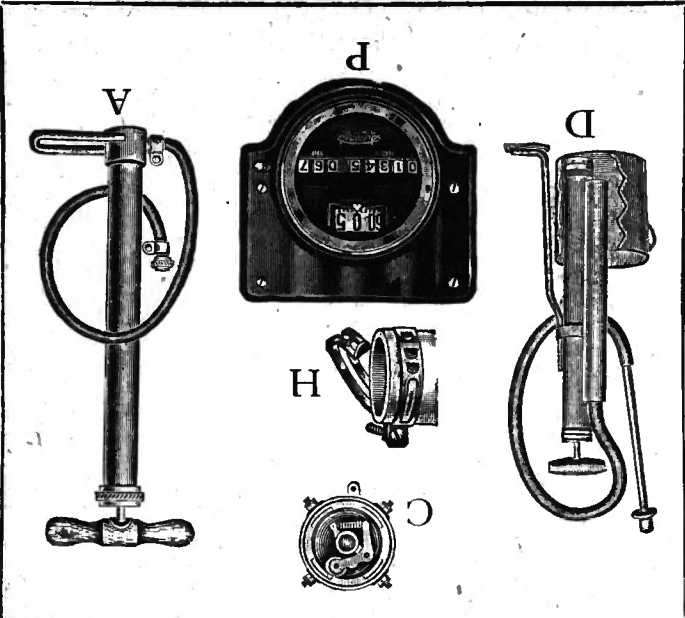
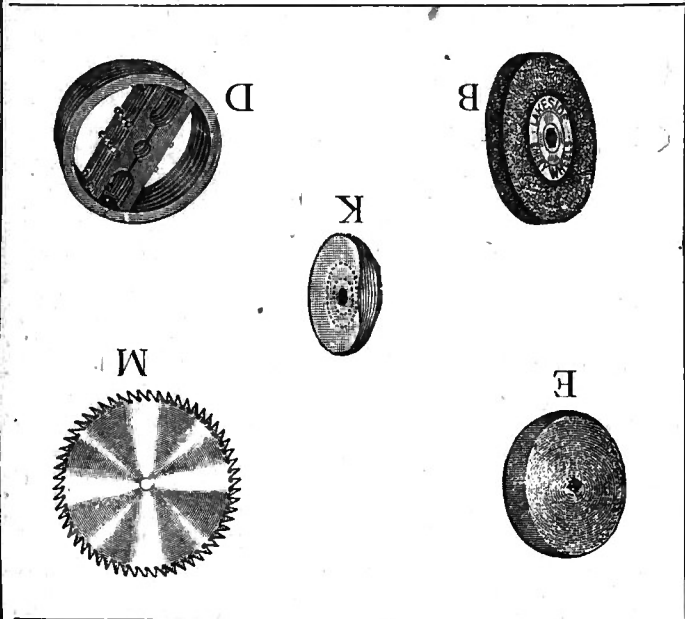
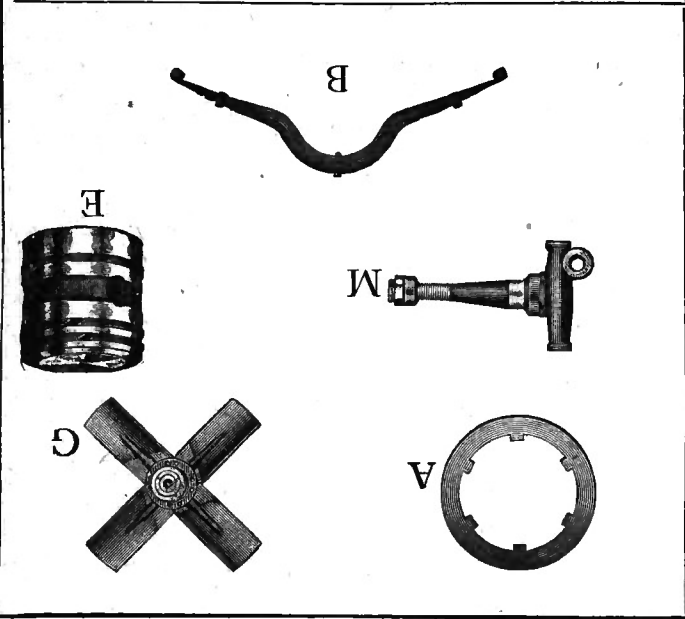
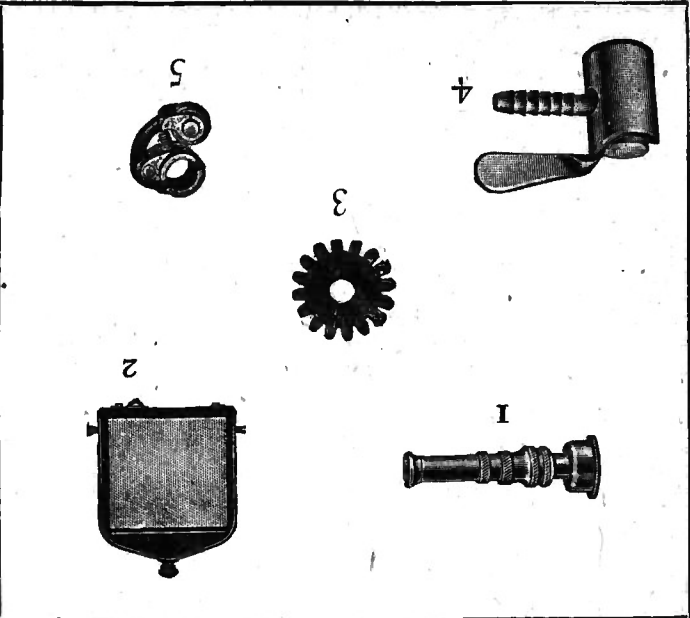
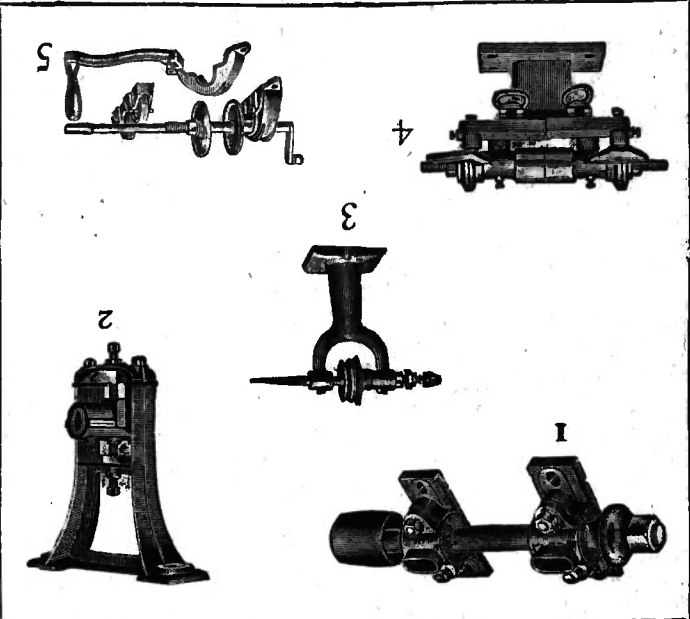
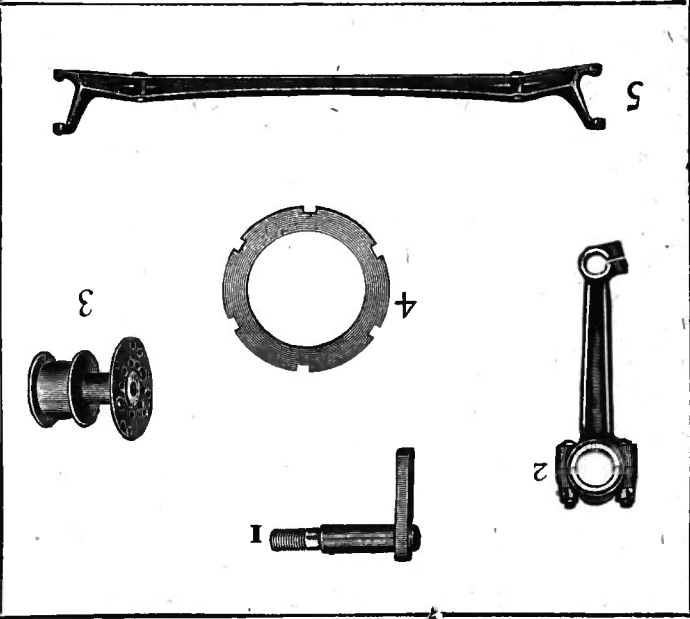
PART 2



EXERCISE 5

PART 2

PART 1



EXERCISE 2

PART 1

PART 2



I

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4



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E



G



K



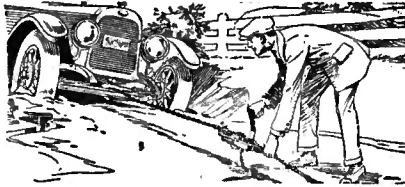
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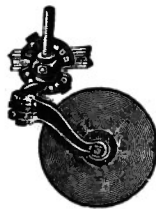
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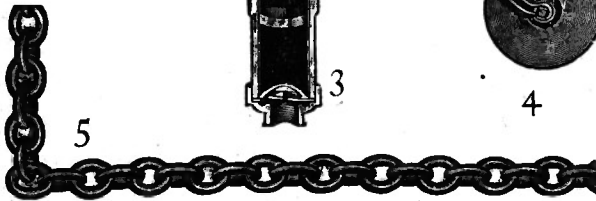
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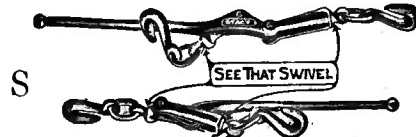
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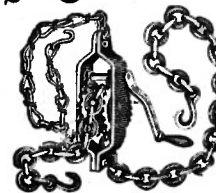
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S



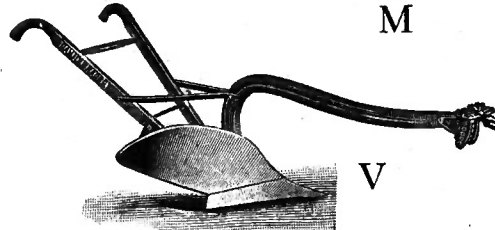
T



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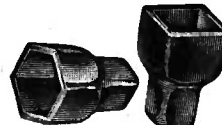
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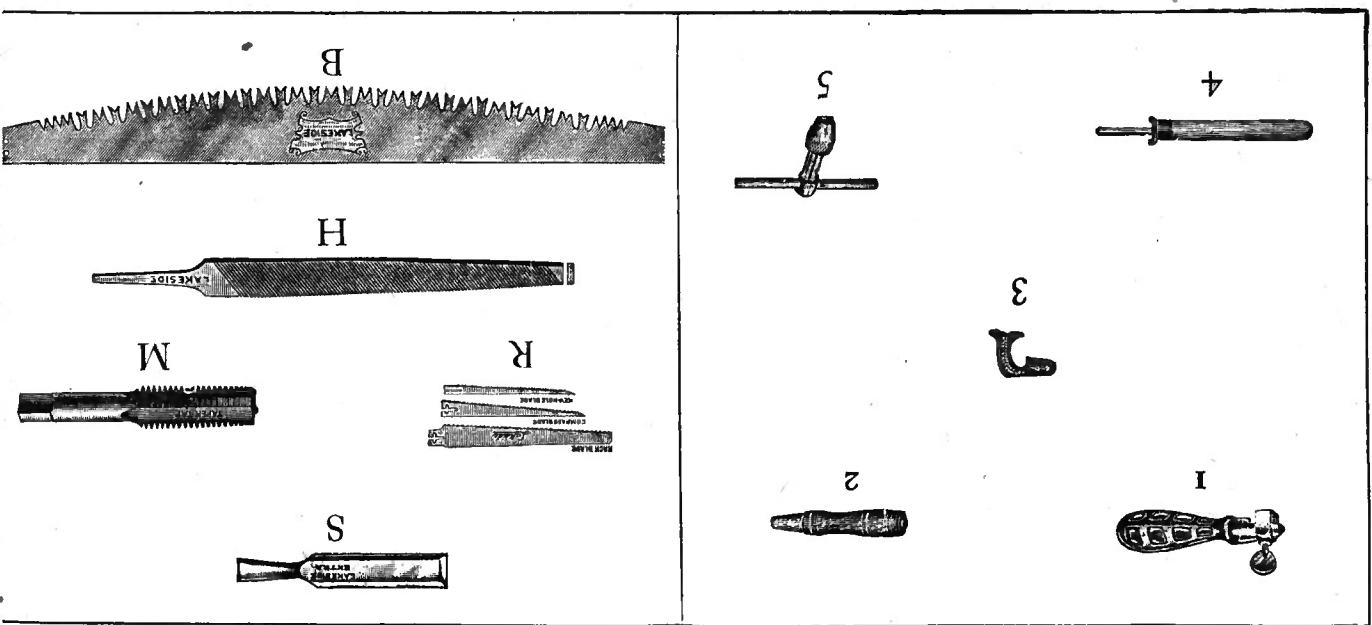
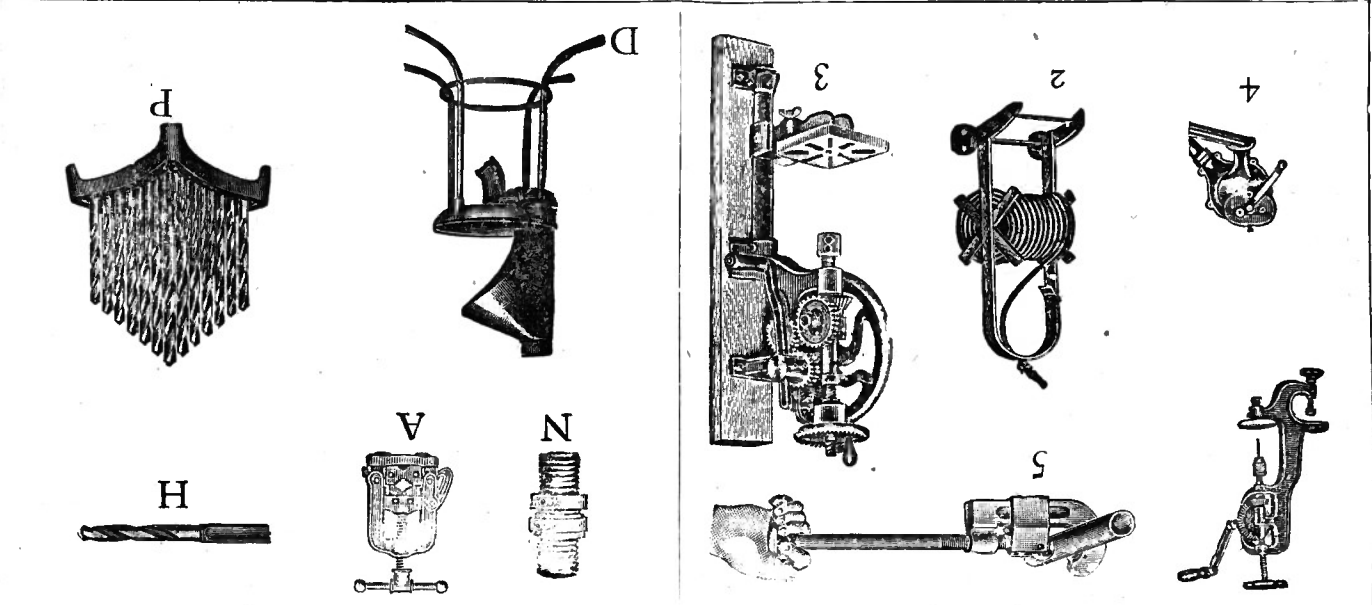
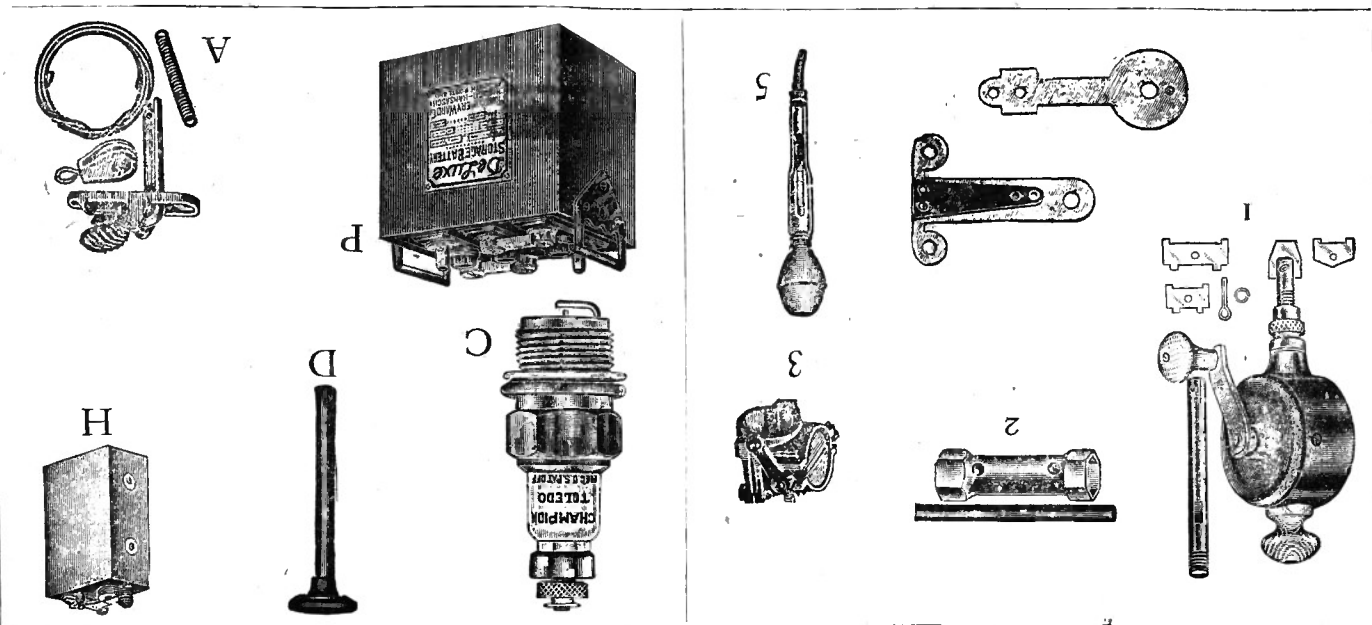


M

EXERCISE 4

PART 2

PART 1



Total number right Ex. 4

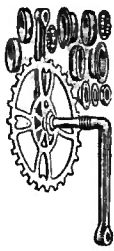
EXERCISE 3

PART 1

PART 2



I



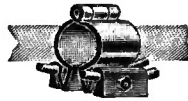
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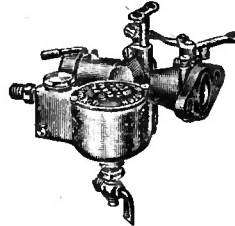
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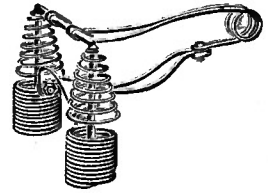
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P



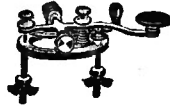
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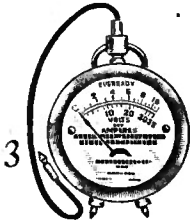
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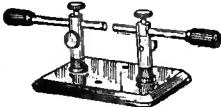
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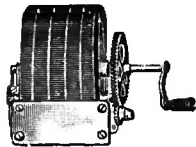
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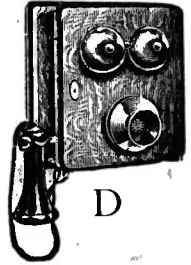
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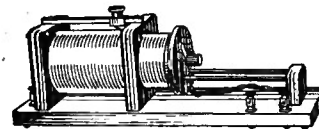
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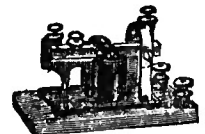
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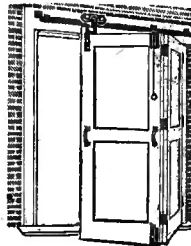
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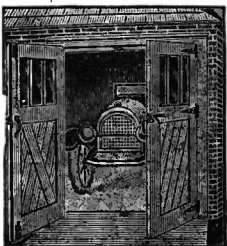
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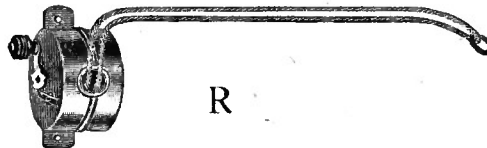
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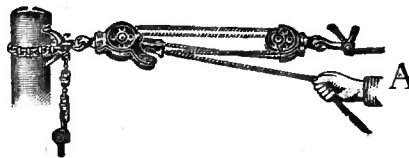
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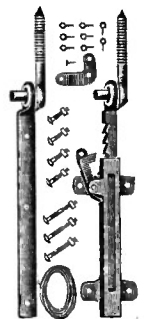
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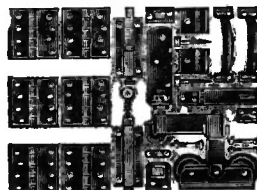
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VINELAND SOCIAL MATURITY SCALE

EDGAR A. DOLL, *Director of Research*
The Training School at Vineland, New Jersey

Name Sex Grade Date
Year Month Day

Residence Descent Born
Year Month Day

M.A. or I.Q. or
M.G.U. P.A. Test Used When Age
Years Months Days

Occupation Class Yrs. Exp. Schooling

Father's Occupation Class Yrs. Exp. Schooling

Mother's Occupation Class Yrs. Exp. Schooling

Informant Relationship Recorder

Informant's est. Basal Score*

Remarks: Additional pts.

..... Total score

..... Age equivalent

..... Social quotient

Age Levels 0 - I

- 1. "Crows"; laughs
- 2. Balances head
- 3. Grasps objects within reach
- 4. Reaches for familiar persons
- 5. Rolls over
- 6. Reaches for nearby objects
- 7. Occupies self unattended
- 8. Sits unsupported
- 9. Pulls self upright
- 10. "Talks"; imitates sounds
- 11. Drinks from cup or glass assisted
- 12. Moves about on floor
- 13. Grasps with thumb and finger
- 14. Demands personal attention
- 15. Stands alone
- 16. Does not drool
- 17. Follows simple instructions

* For method of scoring see Manual of Directions.

I - II

- _____ 18. Walks about room unattended _____
- _____ 19. Marks with pencil or crayon _____
- _____ 20. Masticates food _____
- _____ 21. Pulls off socks _____
- _____ 22. Transfers objects _____
- _____ 23. Overcomes simple obstacles _____
- _____ 24. Fetches or carries familiar objects _____
- _____ 25. Drinks from cup or glass unassisted _____
- _____ 26. Gives up baby carriage _____
- _____ 27. Plays with other children _____
- _____ 28. Eats with spoon _____
- _____ 29. Goes about house or yard _____
- _____ 30. Discriminates edible substances _____
- _____ 31. Uses names of familiar objects _____
- _____ 32. Walks upstairs unassisted _____
- _____ 33. Unwraps candy _____
- _____ 34. Talks in short sentences _____

II - III

- _____ 35. Asks to go to toilet _____
- _____ 36. Initiates own play activities _____
- _____ 37. Removes coat or dress _____
- _____ 38. Eats with fork _____
- _____ 39. Gets drink unassisted _____
- _____ 40. Dries own hands _____
- _____ 41. Avoids simple hazards _____
- _____ 42. Puts on coat or dress unassisted _____
- _____ 43. Cuts with scissors _____
- _____ 44. Relates experiences _____

III - IV

- _____ 45. Walks downstairs one step per tread _____
- _____ 46. Plays cooperatively at kindergarten level _____
- _____ 47. Buttons coat or dress _____
- _____ 48. Helps at little household tasks _____
- _____ 49. "Performs" for others _____
- _____ 50. Washes hands unaided _____

IV - V

- _____ 51. Cares for self at toilet _____
- _____ 52. Washes face unassisted _____
- _____ 53. Goes about neighborhood unattended _____
- _____ 54. Dresses self except for tying _____
- _____ 55. Uses pencil or crayon for drawing _____
- _____ 56. Plays competitive exercise games _____

V - VI

57. Uses skates, sled, wagon

58. Prints simple words

59. Plays simple table games

60. Is trusted with money

61. Goes to school unattended

VI - VII

62. Uses table knife for spreading

63. Uses pencil for writing

64. Bathes self assisted

65. Goes to bed unassisted

VII - VIII

66. Tells time to quarter hour

67. Uses table knife for cutting

68. Disavows literal Santa Claus

69. Participates in pre-adolescent play

70. Combs or brushes hair

VIII - IX

71. Uses tools or utensils

72. Does routine household tasks

73. Reads on own initiative

74. Bathes self unaided

IX - X

75. Cares for self at table

76. Makes minor purchases

77. Goes about home town freely

X - XI

78. Writes occasional short letters

79. Makes telephone calls

80. Does small remunerative work

81. Answers ads; purchases by mail

XI - XII

82. Does simple creative work

83. Is left to care for self or others

84. Enjoys books, newspapers, magazines

XII - XV

85. Plays difficult games

86. Exercises complete care of dress

87. Buys own clothing accessories

88. Engages in adolescent group activities

89. Performs responsible routine chores

XV - XVIII

- 90. Communicates by letter
- 91. Follows current events
- 92. Goes to nearby places alone
- 93. Goes out unsupervised daytime
- 94. Has own spending money
- 95. Buys all own clothing

XVIII - XX

- 96. Goes to distant points alone
- 97. Looks after own health
- 98. Has a job or continues schooling
- 99. Goes out nights unrestricted
- 100. Controls own major expenditures
- 101. Assumes personal responsibility

XX - XXV

- 102. Uses money providently
- 103. Assumes responsibilities beyond own needs
- 104. Contributes to social welfare
- 105. Provides for future

XXV +

- 106. Performs skilled work
- 107. Engages in beneficial recreation
- 108. Systematizes own work
- 109. Inspires confidence
- 110. Promotes civic progress
- 111. Supervises occupational pursuits
- 112. Purchases for others
- 113. Directs or manages affairs of others
- 114. Performs expert or professional work
- 115. Shares community responsibility
- 116. Creates own opportunities
- 117. Advances general welfare

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